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ADDIS ABABA UNIVERSITY

COLLEGE OF EDUCATION AND BEHAVIORAL STUDIES

DEPARTMENT OF EDUCATIONAL PLANNING AND MANAGEMENT

The Implementation of Early Childhood Care and Education (ECCE)
Policy in East Wollega Zone, Oromia Regional State

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Addis Ababa, Ethiopia

ADDIS ABABA UNIVERSITY
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BY FEKEDE AYANA

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Declaration

I, here under signed, declare that this thesis entitled “**the implementation of early childhood care and Education policy in east wollega zone, Oromia Regional State**” is my original work and has not been presented for a degree in any other university and that all sources of materials used for the thesis have been duly acknowledged.

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Acronyms and Abbreviations

CTE.....	College of Teachers Education
ECCE.....	Early Child Care and Education
ECD.....	Early Childhood Development
ECE.....	Early Child Education
EFA.....	Education for All
EMIS.....	Education management information system
ESDP.....	Education Sector Development Program
ETP-----	Education and training policy
GEQIP.....	General Education Quality Improvement Program
MDG.....	Millennium Development Goal
MOE.....	Ministry of education
MOH-----	Ministry of health
MOWA-----	Ministry of Women Affair
SIP.....	School Improvement Program
WASH.....	Water, Sanitation and Hygiene

Abstract

The general objective of this study was to investigate the implementation of the policy set for early childhood care and education in East Wollega Zone, Oromia Regional state. Methodologically the study employed descriptive survey design and mixed research approach. Instruments used in the study were questionnaire, interview, observation and document analysis. A random sampling technique was used to select from a total 397 of government and 45 private preschool teachers out of which 324 and 41 teachers were selected respectively. In Addition, supervisor, principals/vice principals and SIP department heads of Woreda and Zone were purposively selected. The data collected through questionnaires from the teachers were presented in tables for each case, and analyzed using percentage and descriptive statistics. Qualitative data obtained through observations, document review and interviews were analyzed though narration. The result of the study showed that the level of preprimary education policy implementation was low or not in line with standard set by the (MOE).The major problems identified in this study were inadequacy of indoor and outdoor materials and equipment, lack of trained teachers, inadequate facility and lack of monitoring (in terms of supervision and support), lack of participation from parents, community, officers and politicians. The study has also identified challenges like lack of attention towards the implementation of the policy with regard to early childhood care and education at various level of educational administration, poor awareness from side of community can be mentioned. The other problem identified was boosting of the government on policy formulation without adjusting precondition for implementation. other problems identified with childhood care and education in the area were poor school environment especially public school, Lack of budget allocation from government and in relevance of the policy to the context of rural areas because of distance of the school from children house, difficult terrain of the land, lack of infrastructures like road, transport and water services. Finally, it is recommended that proper monitoring and supervision should be performed regularly. Establitioned Committees should care out their duties and responsibilities and there should be collaboration among sector and stakeholder. The MOE and Educational Bureau of Oromia should focus on training of teachers and also ensure adequate budget allocation. It is encouraged that the parents and community should support the implementation of the policy towards the betterment of early childhood care and education.

CHAPTER ONE

1. INTRODUCTION

This part of the study presents an introduction to the study which includes background of the study, statement of the problem, the basic research questions and intended objectives, significance of the study, scope of the study, delimitations of the study, operational definition of terms and organization of the study.

1.1 Background of the Study

Policies are typically promulgated through official written documents. Policy documents often come with the endorsement or signature of the executive powers within an organization to legitimize the policy and demonstrate that it is considered in force. Such documents often have standard formats that are particular to the organization issue. While such formats differ in form. Policy documents usually contain certain standard components. Policy implementation is often the most neglected phase of policy making and is sometimes seen as quite divorced from policy formulation and policy adoption (Buse, Mays, & Walt, 2005). However, this is arguably the most important phase of policy making because if policies are not implemented, or are diverted or changed at implementation, then presumably something is going wrong and the policy outcomes will not be those which were sought.

The education policy of Ethiopia encompasses overall and specific objectives, implementation strategies, including formal and non-formal education, from kindergarten to higher education and special education. (ETP 1994)

It states that Kindergarten focus on all round development of the child in preparation for formal schooling though not in an integrated manner; thus generally recognize the importance of early life experience. It form a solid umbrella and legitimization for ECCE, and pave the way for a comprehensive ECCE policy framework. This also implies that the policy framework can be focused on implementation. (MOE, MOH and MOWA, 2010).

Early childhood is defined as the period from birth to eight years old (Mulugeta 2015). This early period is considered to be the most important developmental phase throughout the lifespan. Healthy early child development includes the physical, social-emotional, and language-cognitive

domains of development, each equally important –strongly influences well-being, throughout life (Hightower, 1999).

In 2014, the global gross enrolment ratio was 44%, considerably lower than in 2012 as a result of a large downward adjustment to the estimate for India. Indeed, Southern Asia is the region with the lowest participation rate at 18.5%, followed by sub-Saharan Africa (21.5%) and Northern Africa and Western Asia (29%). Much higher rates are observed in Latin America and the Caribbean (73%), Eastern and South-eastern Asia (76%) and Europe and Northern America (85%) (UNESCO, 2016)

The purpose of ECCE program is to provide appropriate education and care service for young children as it has a long lasting positive consequences in the later development (MOE, 2007). The first five years of life are highly significant, what children learn and feel during this time, particularly about themselves will be foundational to the rest of their life. At this stage a child develops good relationship with people around him (Hightower, 1999). The earliest years of a child's life represent a crucial period of the biological, psychological, social, and emotional growth and change. The first year of life represent a critical window of opportunity in the healthy development of young children; what children learn and feel during this time will be foundational to the rest of their life (Bibi, 2013).

Ethiopia's 1994 ETP remains the lead policy document for education and include provision for early learning, emphasizing all round development of the child in preparation for formal schooling (FDREG, 1994). Until ESDP V, early learning has not, however, been a government priority in sector plans and programs since 1994. Education Sector Development Programs (ESDP I to ESDP IV, 1996-97 to 2014-15) have taken a common stance on the supply of early learning, emphasizing no direct government involvement. Instead, the government has encouraged the private sector, and facilitated long-standing faith-based suppliers and Non-Governmental Organizations (NGOs) by providing a common curriculum and syllabus materials and operating within a framework of oversight and licensing for non-state providers.

The Government of Ethiopia has long-held education as a priority sector, as evidenced by the steady share of education budget in the total government budget, at 20 percent over the past decade (World Bank, 2016). The resource demands from primary and tertiary levels, however,

left little scope for government engagement in the provision of early learning (Hoot et al., 2004). Since 2000, Education for All and Millennium Development Goals (MDGs) influenced education expansion, with the government seeking to universalize primary enrolment. At the same time, rapid university expansion and upgrading was ongoing, as part of efforts to strengthen the education decentralization process (MOE, 2005a).

During this period of university expansion, pre-primary education remained in the hands of the non-state sector. Government policy for this pre-primary sub-sector is not to establish and run preschools in the next five years. However, government has a critical role to play in policy development, curriculum design, standard setting, supervision, etc. (MOE, 2005a). Private providers operated in towns and cities and did not extend to rural areas: as an indicator, kindergarten enrolments in the two City Administrations of Addis Ababa and Dire Dawa had already reached 29 percent for the 4-6-year-old population, in contrast to a rate of 1.6 percent elsewhere (MOE, 2005b). However, questions of fairness in the supply of early learning services if left to non-state providers were being raised by regional politicians and within the education administration.

This concern with unequal early learning service provision related also to Education for All Goals, which the government reported against in international monitoring events in 2007. The goals encouraged service expansion by equitable means:

[1] Expanding and improving comprehensive early childhood care and education, especially for the most vulnerable and disadvantaged children. And

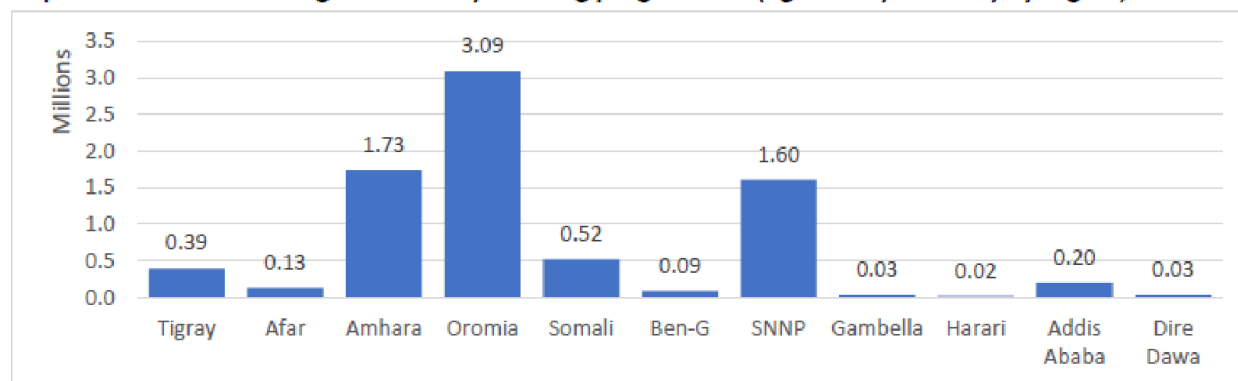
[2] Ensuring that by 2015 all children, particularly girls, children in difficult circumstances and those belonging to ethnic minorities, have access to a complete free and compulsory primary education of good quality” (UNESCO, 2000).

In 2007, the United Nations Children’s Fund (UNICEF) – which had been advocating for greater government investment in ECCE for many years – began to support the government in the development of an ECCE strategy. The existing sectorial guidelines relating to services for infants and children were not supported by an overarching early childhood care and education policy framework and services available for this age cohort were inadequate, but also fragmentary and lacking in coordination (MOE, 2010a: 18).

A new multi-sectorial strategy would bring together Ministries of Education, Health and Women’s and Children’s Affairs and could serve as a common framework for implementation across Ethiopia’s Nine Regional states and two city administrations which differed substantially in their capacity and availability of services.

In 2018, Ethiopia is home to 7.8 million children aged 4-6-years old, approximately 80 percent of whom live in rural areas (Ethiopian Central Statistical Agency). This age group is eligible for early learning programs prior to joining school at age seven, although there is no requirement for compulsory attendance at this or any other level of education. Ethiopia’s population is far from evenly distributed across its regions, such that 94 percent of this 4-6-year-old cohort lives in five regions: Oromia, Amhara, Southern Nations, Nationalities and Peoples’ Region (SNNP), Somali and Tigray (see Graph 1 for projected national youth population growth, which emphasizes the scale that the early learning system might have to reach).

Population of children eligible for early learning programmes (aged 4-6-years-old) by region, 2018



Source: Ministry of Education of Ethiopia, Education Statistics Annual Abstract, 2015-16. Note: ‘Ben-G’ stands for Benishangul-Gumuz.

From the above graph it can be conclude that such a huge number of children are ready for the early learning program or pre - school, especially in Oromia compared to other region.

With regard to the right to education, UN convention on the right of children states on article 28 and 29 that every child has the right to an education with the goal of developing its personality and abilities. On the other hand, World Conference on Education for All (EFA) that took place in Jomtien, Thailand, in March 1990, conveys the significance of early life as the base for the latter life of individuals. As pointed out by African Charter on the rights and welfare of the child (1990) on article 11, child education shall be directed to the promotion and development of its

personality mental and physical abilities. Similarly, Government of Ethiopia in 1991 accepted that children have the right to education (MOE, MOH and MOWA, 2010). This shows that any child has the right to get quality preschool educations that strengthen its mental and physical ability.

Regarding Early Childhood Care and Education (ECCE), ESDP V (MOE, 2015a; 77) states:

“Quality, targeted, ECCE provision will be used as a tool to increase equity in the education system. Without continued government expansion of opportunities, especially for the most disadvantaged children, ECCE will favor those children from relatively wealthy backgrounds, in predominantly urban areas. By focusing ECCE expansion first in the areas with lower educational attainment (and on the children most at risk of exclusion, drop-out and under-achievement within those areas), the government will seek to improve the performance of children who can benefit the most from the support in order to transition more successfully into Grade 1.”

Even though the preschool policy was established to deliver quality pre-primary education to all children, there are still challenges in its implementation. Hence, the purpose of the study is to examine the state of implementation of ECCE policy in East Wollega Zone, Oromia Regional State.

1.2 Statement of the problem

The fact that a large majority of the Ethiopian population lives in rural areas and in fairly dispersed communities poses specific problems for the education sector: spreading education and ensuring equitable access to education presents specific challenges in such a geographic context

In the first year of ESDP IV, the government established a Strategic Operational Plan and Guidelines for ECCE. The strategy encourages private investors, faith-based organizations and Non-Governmental Organizations (NGOs) into the delivery of ECCE.

In the last years of ESDP IV, ECCE has been prioritized by government, with the establishment of a National steering committee, Regional councils and Woreda technical committees and rapid expansion of access to O-Classes as a reception year prior to Grade 1. These structures function in collaboration with other relevant ministries, with a view to coordinate, support and monitor

the involvement of stakeholders in ECCE. They have provided a foundation from which rapid expansion of ECCE is possible. (ESDPV)

These efforts have allowed the Gross Enrolment Rate (GER) for pre-primary to reach 34% in 2013/14, of which around a quarter is in three year kindergarten and the remainder one-year O-Class and Child-to-Child instruction. This is above the ESDP IV target for ECCE which was 20% (from a baseline of 6.9% at the start of the plan).

The rapid expansion of pre-primary education, particularly O-Classes, raises concern regarding the quality of education offered. At present, primary school teachers are using available periods to provide O-Class instruction. In addition, school communities are directly contracting staff to provide instruction to children in O-Classes. These innovations are well received but come with drawbacks in terms of consistency and appropriateness of teaching and learning, which are not generally apparent in preschool. Steps have been taken to address these shortcomings. In the final year of ESDP IV, 7 out of 36 colleges of teacher education (CTEs) began a multi-year diploma specifically for pre-primary teachers. Among these, one has skilled teacher educators for ECCE and during ESDP V activities will seek to improve teacher educators' knowledge, skills and experience for ECCE instruction across all CTEs.

In addition, standards for learning materials in O-Classes and a specific curriculum are under development, along with the preparation of a one-year certificate training curriculum. These activities, along with pilots of accelerated child readiness programs, evaluations of Child-to-Child and assessments of O-Class provision will provide valuable inputs to improve the quality of pre-primary education during ESDP V.

Even if the policy guide line stated in such away, the implementation is far apart especially in the rural area. As a result the participation of pre-primary student at national 45.9% at region (Oromia) 31.9% (MoE,2017) and Zone **36.02%** (East Wollega education office abstract). Hence, this needs due attention.

Some of the problems that encountered at kindergarten level were related to shortage of educational inputs and poor school facilities. Similarly, problems encountered by education offices were budget constraint and low attention on the program (Tolassa Bahiru, 2019). Furthermore, the researcher had an opportunity to have a look on some researches made on the

ECCE program with the following conclusions: Preschools do not have enough textbooks and the program faced lack of qualified human resources (Sisay, 2016). Some of the causes for the absence and drop out of pre-school children were health problems and improper utilization of local resource materials (MOE, 2007). Some of the studies that have been conducted on ECCE by different researches emphasized on big cities where there is a facility compared to small town and rural area. Moreover, most of the studies have not taken in to consideration the implementation and challenges of policy set for early child care and education children in difficult circumstances.

The problems with regard to the implementation of KG education have been studied. However, the reason why it needs further study is also to add O- Class and focus on rural and small towns in the study area. Thus, from the above perspectives, the study was guided by the following research questions:

Research questions

The following are basic questions was answered by the study

1. To what extent has ECCE Policy been implemented in the schools/ECCE centers?
2. Is the state of ECCE (0-class) aligning with reference to standards set in the policy?
3. To what extent key stakeholders (offices, parents, local community, administrators and politician) support the implementation of ECCE Policy in the school?
4. What are the major challenges encountering the implement of ECCE policy?

1.3 Research Objectives

The general objective of this study was to investigating the implementation and challenge of the policy set for early child care and education in East Wollega Zone Oromia Regional state.

Specific objectives include:

- ❖ To investigate the implementation of policy set for early childhood care and education in school.
- ❖ To investigate the major challenges facing the implementation of ECCE policy.
- ❖ To describe the state of ECCE (0-class) with reference to standards set in the policy.

- ❖ To examine the state of support of key stakeholders in the implementation of ECCE policy.

1.4 Delimitations /Scope/ of the study

This study is aimed at examining the implementation of early child care and education policy in East Wollega Zone Oromia Regional State. The study may not cover all aspect of the policy set for child care and education. It mainly focuses on physical facility, teachers' profession, the effort of responsible bodies to implement the policy, financial support, monitoring and evaluation of activities and cooperative work relation among stakeholders to make the study manageable. The study also limited to some selected demographic characteristics of teachers and education personnel such as educational level, work experience and job possession as these variables can give riche information about the policy.

1.5 Significance of The Study

The potential benefits of the present study include the following.

- Providing useful information for government and stream officers on the implementation and challenge of the policy set for early child care and education; and recommend further measures in order to raise the implementation of policy set.
- The findings of the study may help government administrators and officials in designing interventions to implement the existing policy in to practice's and professional commitment of all stakeholders.
- The findings may use as a base for other researchers who wants to study.

1.6 Limitation of the Study

When study was conducted it was impossible to say free from limitation. The mains were, because of COVE-19 most respondents were unwilling to contact with researcher and give information. In addition private preschools were not interested to give information without permission of owner`s. In addition, some of the respondents were sometimes trying to give responses that could portray the wrong images of their schools. In spite of this constraints, maximum effort has been exert to collect enough data and make it meaningful and complete as much as possible.

1.7 Operational Definition of Technical Terms

Implementation – refers to accomplishment, exercise, put in to practices of the policy set.

Child to child program: It refers is a non-formal one-year education program for children of age six who do not have the access of kindergarten and O-class (MOE, 2012).

O-class program: Refers a program for children of age 6 who do not have access of Pre-primary education in which they attend a single year program to join primary school (MOE, 2013).

Outdoor equipment: It is equipment which is made for the purpose of children play to create an ample *opportunity* and appropriate development.

Indoor materials: appropriate equipment provided at indoor playground for children recreation and *learning*

Physical environment: It includes the entire school environment like Outdoor and indoor spaces, buildings, furniture, equipment, facilities and resources that have to be used suitably for the purpose teaching-learning process and developing children.

Community: people around the pre-primary school environment that perform social roles in preprimary education.

Parents: They are stakeholders as well as the key partners of pre-primary schools which have the most intimate contact with their children.

1.8 Organization of the Study

The study report was organized in to five chapters. The first chapter focuses on introducing the research topic by stating background of the study, statement of the problem, and scope of the study. The second chapter presents the review of related literature, which consisted of conceptual explanation and previous research finding on implementation of ECCE policy. The third chapter attempts to provide the research design and methodology. Presentation, analysis and interpretation of data was presented in chapter four. Chapter five contains the summary, conclusions and recommendations made on the basis of the findings of the study. Finally, references and appendices was attached to the last part of the report.

CHAPTER TWO

2. REVIEW OF RELATED LITERATURE

2.1 The Beginning of ECCE internationally

The aspiration for organized education of young children outside the home has long tradition. The time in which the recognition of its importance and activity of advocating towards educating young children traced as far back as 400B.C (Wills & Stedman, 1994 cited in Temesgen, 2006). Plato of Greek (427-347B.C) was the supporter of the importance of childhood education for children aged below 6 under the guidance of a trained teacher. John Amos (1592-1670) stressed that systematic education for children should begin early. Schools should be established for children for the first six Years. He was the first to underline the value of play and firsthand experience in education children (Butler, 2001).

Jean, Jacques Rousseau (1712-1778), French, said that since early experience serves as a base for latter life, should be educated at an earlier age. He also supported practical activity and learning by doing (Alken, 1992:352: wider, 1970), John Pestalozzi (1746-1827) of Swiss recognized the vital contribution of early years' education for later education at earlier times. Moreover, Early childhood education as a distinct discipline had its beginning with Johan Pestalozzi (1746- 1827) as the ninetieth century began.

Therefore, one can understand that though early childhood education is relatively new field it has developed out of a long historical tradition. And the base for many of the significant aspects and practices found in today's programs were laid by philosophers, writers, and teachers of the past. Friedrich Wilhelm Froebel (1782-1852) a German philosopher, like Pestalozzi and so many other before him, was deeply concerned with the education of children three through six ages by opening the first kindergarten (children's garden) in 1837.

Even though early child care and education starts early in different country it start let and no attention was given to it up to ESDPV from the government. And this make low achievement in education access, quality and high in education wastage.as East Wollega education office report

(2012) Preschool participation was 36.02% only which was below 50. On the contrary class repetition and drop out at grade one was high 12% and 18% respectively. From this point of view preschool has both negative and positive impact on quality of education.

2.2 Concept of Early Childhood Care and Education (ECCE)

Different countries and scholars give definitions for the term ECCE in different ways. The common agreement about the term is its content or approach that means all acknowledge that ECCE refers to a holistic and integrated approach to health, nutrition, protection, and education services (UNESCO, BRENDA, 2010). AU education outlook report, (2014) shows that Childhood Care and Education (ECCE) is the support for children's survival, development and learning from conception to the time of entry into primary school. It is also stated as a strategy to improve the development of children with difficulties and to maximize and expand health, nutrition and education services for children (UNICEF, 2005).

Early Childhood Care and Education refers to a comprehensive approach to policies and programs for children from prenatal to seven years of age, their parents and caregivers. This period requires due attention and a great deal of investment. Failing to provide children at this stage of development with better nutrition, health care and education deprives them of their right to develop as productive citizens, enjoy a better quality of life and eventually contribute to society's growth. (MOE, MOH, MOWA, 2010).

On the other hand, UNESCO and UNICEF (2012), describes that ECCE is or early childhood care and education is a range of processes and mechanisms that sustain and support development during the early years of life. It encompasses education, physical, social and emotional care, intellectual stimulation, health care and nutrition. It also includes the support a family and community need to promote children's healthy development.

This would cover developmental priorities for each sub stage within the continuum, i.e. care, early stimulation/interaction needs for children below 3 years, and developmentally appropriate preschool education for 3 to 6 year olds with a more structured and planned school readiness component for 5 to 6 year olds. According to the national ECCE policy of India (2012), early childhood care and education (ECCE) refers to programs and provisions for children from

prenatal to six years of and child care is ensuring and promoting children's survival, protection, growth and development in good health with proper nutrition in safe environment.

Because of different nature of the services given to young children, it often goes by a number of different names in different countries as well as between different stakeholders. Educators use different terms to mention early childhood care and education. Some of the terminologies used are early childhood development, early childhood care and education, pre-primary education, preschool education, kindergarten etc. (MOE, 2007).

According to Education International Report, (2010) partners use different terms, for example, UNESCO refers to early education as early childhood care and education (ECCE), the OECD calls it early childhood education and care (ECEC), the World Bank calls it early child development (ECD), while UNICEF calls it early childhood development or ECD.

Early childhood is the most effective and cost-efficient time to ensure that all children develop their full potential, by preventing negative impacts of deprivations during the most formative life-phase as well by positively strengthening young children's capacities. The returns on investment in ECCE are substantial (Engle et al. 2011).

High-quality ECCE program will usually improve children's cognitive functioning, readiness for school and school performance. Improvements are seen in academic achievement, in reducing grade repetition and drop-out, and with growing evidence of life-transforming outcomes emerging in studies with longitudinal evidence (Anderson et al. 2003; Rao et al. 2013). This has already been observed in Ethiopia with children who had enrolled in kindergarten program, at age 8, scoring 32% higher in cognitive tests than those who had not and with a higher probability of grade completion (Woldehanna and Gebremedhin 2012).

The central idea of this writing is that different countries or educators are using different terms to represent early childhood care and education. In general, the concept and definition of ECCE is all about the services that should be provided for young children to facilitate their physical, mental, emotional and spiritual development. From the above explanations it's possible to generalize that, however literatures define ECCE differently the content and approach of the idea is almost the same. At the beginning the Ethiopian education policy does not give attention to preschool up to ESDPV and left this program to private sector to long period of time; which

made great difference on equate of education between rural and urban, pure and rich . It can be seen that the enrollment preschool were much more in urban /town than rural .participation of 0-class 84% at town and 20% at rural area in East Wollega Zone in 2011.

2.3 Implementation of ECCE practices in Other Countries

Countries around the world are increasingly aware that early childhood education (ECE) can have a strongly positive impact on a child's further development (Bertram et al, 2016). Although there are differences among countries in policies, delivery models, providers, access to, and participation in the ECCE program implementation, their objectives are almost the same. The experience on how they develop and implement the ECCE program varies based on their economic status, context and priority area of governments. This shows countries with different social context and economic status have different experiences.

By 1945 in China, a complex system of public early childhood education and care was implemented, creating a network of nursery schools, public crèches and kindergartens with different operating models (boarding programs, day nurseries running by children's mother; breast-feeding rooms and preschool classes attached to primary schools). The system expanded greatly thanks to the victorious struggle of the Women's Federation and trade unions for the establishment of day-care centers for its workers (Zhengao, 1993). According to Lee (1992), child care in China was important because it permitted mothers to participate in political, cultural and technical studies related to the building of the new China, which produced great changes in traditional family life.

The 1945 Revolution in Vietnam, which put an end to the French colonial regime, introduced deep changes in family life, the status of women, and child care and education practices. The Constitution of 1946 gave women the same rights as men in political, economic, cultural and social matters and in family life. The Vietnamese national policy supporting the development of day-care centers and nursery schools was clearly built on the principle of joint responsibility, shared by the family, state and society (Trong et al., 1993, p. 587).

In contrast, The United States and Britain were in the forefront of the campaign which advocated that child care is a private matter. In addition to refusing to adopt measures to support families with young children, these countries also influenced the direction of early childhood policies in

developing countries. For example, the American program War on Poverty, launched in the 1960s, aimed at improving the condition of culturally deprived and disadvantaged children through compensatory education programs, had a tremendous impact on Brazilian educational policies. The expansion of preschool education during the military dictatorship was fostered from a low-cost model aimed at preventing later school failure.

In Brazil, according to UNESCO (2009), *Current Issues in Comparative Education*, there's a program called millennium fund for early childhood education with the purpose of improving the capacity of ECCE staffs (principals, teachers, supervisors who are working in the preschools where vulnerable children are learning) and improving the facility of these selected ECCE centers. They carried out this program by engaging different partners, representative of government bodies and NGOs using the following strategies:

Establishing educational board (a place where continuous professional development on ECCE is practiced), providing training and supervision support to this establishment by coordinators from Municipal education office, and mobilizing partners for fund raising and mobilizing the community to increase sense of ownership on the program. The organization of the program has five components: Pre-school (for staff development), Executive team: responsible for the management of the program and consists members from (UNESCO, different organizations providing financial support for the program and coordinators of the project), Local council: consists members from every municipalities, NGO and private sectors and work as joint manager and finally educational board. It is an ECCE classroom which can hold about 40 participants from five vulnerable preschool centers. The room is equipped with all necessary teaching aid and corners (theater corner story telling corner).

Under this tool the ECCE educators develop their profession by sharing and discussing their work experience with other participants. The program is given for 4 hours in a week and 360 hours in 12 months. The program is found to contribute to the quality of ECCE service and it also helped to strengthen social commitment to ECCE through the partnership and networking of local public and private sectors, daycare centers and preschools, families and the community members. From this we can see that the country has used this program as a mechanism to solve the problem of quality of ECCE program (UNESCO, 2009).

In 2011, in Philippines to meet the 2015 EFA goals, the Department of Education made Pre-school education mandatory for 5-year-old children. In Singapore, the Child Care Centers Act and the Child Care Centre Regulations of 1988 has been established to control, license and regulate child-care centers for children aged 18 months to 7 years. Thailand, early childhood development activities are provided to two age groups: 0–3 years old and 3–5 years. Timor-Leste, an ECCE policy has ensured the incorporation of at least one to two years of pre-school into the education system (UNESCO, 2012). From above literature it was possible to say different countries have different practices in implementing EECE policy program. Among those ours or Ethiopian has similarity with china in that preschool classes attached to primary schools and it's important in socialization of children to school, academic improvement and develop self confidence

2.4 Historical Development of ECCE in Ethiopia

Though there is a doubt that ECCE is for the first time started in the traditional form in the Ethiopian Orthodox church (Pankhurst, 1955) it's still difficult to be sure about its exact time of beginning in the country. However, it was documented in the work of Ethiopian philosopher Zara ya'aqob and his follower walda Hayat which shows that there was a practice of ECCE in the 17th century (MOE, 2007).

Generally, the historical root of early education in Ethiopia is classified in to traditional and western system. The Ethiopian Orthodox Church believed to be one of the bases for traditional education system through Churches and monasteries. Education provided in these centers was theology, philosophy, computation, history, poetry and music (Wagaw, 1979). During the medieval period, the curriculum of formal education attended by children around age 4 were practicing alphabet and reading of religious texts. The modern early education began in the early twentieth century, where the first modern kindergarten was established in Dire Dawa town in 1900. It was opened to serve children of foreigners who were participating in the building of rail road in the country (Negash, 1996, Pankhurst, 1986).

Following this establishment other preschools were opened in the country to serve children of foreigners and well to do families, these schools were English, German and Lise G/Mariam. However, preschool for community service began in the country in 1963 in Addis Ababa around Ras desta sefer, Debrezeiyt. Debrebirhan, Awasa and Asmara (MOE, 2007). In the Socialist

revolution of 1974, the increased involvement of women in the economic activity leads to the need to centers for child care and education and following this department responsible for this activity opened in the ministry of education. Another study shows that after the socialist revolution pre-school education became part of the education system of the country and the curriculum developed for the first time (Demeke, 2007).

After the down fall of socialism, government established new education and training policy in 1994 which emphasizes the importance of ECCE program. Up to 2010 the role of the government was only to support the program indirectly. However, in 2010 government started to play a direct role in the expansion of ECCE service via establishing an ECCE policy to reach to all children including vulnerable and children with special needs (MOE, MOH and MOWA, 2010).

In the reality comprehensive way of plan to implement ECCE policy has an age less than five year which was difficult to criticize its weakness. And it need collaboration effort to implement the program at all level but lack of awareness, lack of inter sectorial cooperation, inadequate budget allocation, in appropriate facility and un professional personal may hinder the implementation of the policy as intended objective in our Country and Region

2.5. Ethiopia's commitment to Early Childhood Care and Education

The Education and Training Policy of the Federal Democratic Republic Government of Ethiopia has included provision of Early Childhood Care and Education (ECCE) for two decades, via a pre-primary stage focused on the 'all-round development of the child in preparation for formal schooling' (Government of Ethiopia, 1994). Initially, only very modest levels of pre-primary education were available in urban centers and some rural areas, delivered primarily by the private sector.

Early childhood received a policy boost in 2010 through publication of a 'National Policy Framework for Early Childhood Care and Education (ECCE)' built around four pillars. The first two pillars – parental education and a comprehensive program of early child health and stimulation are focused on children from the pre-natal period up to age 3 and fall under the Ministry of Health. The third and fourth pillars have been more targeted for children aged 4 to 6, comprising non-formal school readiness (notably Child-to-Child) initiatives and the

establishment of pre-schools of various kinds, including community-based pre-schools, private pre-schools and pre-schools attached to primary schools (Orkin et al. 2012).

During the period from 2010-15, the Government of Ethiopia, through the Ministry of Education and Regional Education Bureaus, has supported large-scale implementation of pre-primary education, in all areas of the country, via a combination of government, community, nongovernmental (NGO), church and private sector initiatives.

From a level of just over 340,000 in the 2009/10 academic year, enrolment reached over 3,000,000 in 2014/15. Students are enrolled across Child-to-Child schemes, multi-year kindergarten program, Accelerated School Readiness courses and a one-year O-Class ‘reception’ year. Various studies are ongoing, to understand the effectiveness of these different approaches (Mundy et al. 2014).

In 2015, the Ministry of Education set ambitious targets for the next five years (2015/16-2019/20), which are elaborated in its fifth Education Sector Development Program (ESDP V, Ministry of Education 2015). ESDP V now leads national planning and implementation in the education sector and highlights pre-primary education as a priority, with the goal: “to provide all children with access to pre-primary education for school preparedness”. This policy paper was originally prepared for the Ministry of Education in Ethiopia as part of Young Lives ongoing engagement with the development of ECCE policies and services. The focus is on ESDP V’s ambitious goals for expanding learning opportunities during the preprimary years, specially the challenges of ensuring equity in both access and quality, during rapid scale-up towards the target of 80% of 4- to 6-year-olds.

ECCE to denote the broad field of initiatives for young children, with the term ‘pre-primary education’ used more specifically to refer to school readiness initiatives (delivered via pre-school, kindergarten, school readiness, reception class or zero grade). Zero grade in Ethiopia is known as O-Class – a one-year program for children before they enter Grade 1 – which on current trends appears to offer the greatest opportunity for the Government of Ethiopia to fulfil its access, equity and quality objectives.

While this study is focused mainly on early learning in the pre-primary years, I recognize that the targets within ESDP V can most effectively be achieved if they are coordinated within a multi-

sectorial vision for children's health and development from the period of birth through to school, for example as set out the four pillared National Policy Framework 2010. The importance of locating specific early learning initiatives within a comprehensive policy vision is reflected by increasing advocacy for holistic, multi-sectorial 'early childhood development' (ECD) (Woodhead et al. 2014). Ensuring all children have access to early childhood development is also at the core of Target 4.2 of the recently agreed Global Goals for Sustainable Development. In this policy paper, Section 1 considers the evidence on effectiveness of ECCE in improving school outcomes and life chances; Section 2 establishes some key features of effective ECCE systems; and Section 3 Suggests how these features can inform Ethiopian plans for rapid expansion of ECCE (with a focus on O-Class).

2.6 Factors that influence Early Childhood Care and Education Policy Implementation

Ethiopian government has established a national policy instruments in 2010 to regulate the existing private sector provision, to provide low-cost ECCE programmers through community based centers and primary schools including non-formal pre-primary education program. However, there are a number of challenges: number of teachers to be trained, qualified teachers and leaders and the amount of finance provided were influence the implementation of ECCE policy.

2.6.1 Number of teachers required

Implementing a plan for building and funding sufficient human resource capacity with professional skill in ECCE is essential before large-scale expansion of pre-primary classrooms. Otherwise, already trained primary school systems, especially teachers, will be further burdened, risking delivery of low-quality ECCE as well as negative impact on the quality of primary education (Orkin et al. 2012; Biersteker 2008; Britto et al. 2013).

The number of teachers to be trained depends on the goal for teacher-student ratio as well as the balance of skills between leaders in ECCE, pre-primary teachers and para-professionals or teacher aides. A study in the USA found that adult-child interactions were more closely associated with enhanced well-being than structural features such as class size, staff-child ratios or staff training (UNESCO 2007).

This finding was supported by research on ratios and group size effects, in which evidence suggests that one of the ways in which ratios influence quality is through adult-child interactions (Munton et al. 2002). A low adult-to-student ratio can be achieved without additional teachers. It has been shown to be beneficial to add teacher aides in the classroom to reduce ratios so that children can receive individualized attention and more individual learning opportunities (Reynolds and Temple 2008).

Volunteer networks of family and community members such as health extension workers are also rich resources (Vargas-Barron 2009). Language issues are more acute in ECCE than at any other level of education because preprimary is often children's first experience of a setting where languages other than their 'home language' are being used. Language diversity issues vary according to local patterns of language and dialect use, as well as school policies on language of teaching and learning.

In all circumstances, due consideration of the need for teacher trainees who speak local Languages is an important criterion for recruitment of pre-primary staff (Biersteker 2008). These processes need not, however, be so restrictive that insufficient numbers apply (Myers, 1984). ECCE in many countries has a long tradition of family and community members volunteering to support language and literacy development. Human capacity can also include older children, for instance, who can read to their younger siblings and support socialization activities such as in Child-to-Child program that have already been pioneered in Ethiopia (UNESCO 2007; Mundy et al. 2014).

2.6.2 Qualification types, financing and providers

A qualification framework for ECCE teachers is essential to link qualifications at different levels. Whether a short-term certificate or a longer term diploma and is a useful first step in rapid expansion of ECCE provision (Biersteker 2008). It is difficult to increase capacity rapidly through traditional pre-service teacher-training routes. One progressive model would be for new teachers to obtain initial qualification with a multi-month pre-school training certificate so that they can begin work in the short term and follow steps in the framework to upgrade their skills to fully qualified ECCE teacher status over time (Orkin et al. 2012; Biersteker 2010).

Assistant teachers could be required to attend school to at least the Grade 8 level and to hold education/health volunteer or education/health assistant certificates (Orkin et al. 2012).

Teacher attitudes, skills and behaviors play a key role in the effectiveness of curriculum delivery. The skills required by pre-primary classroom curricula, pedagogies etc. should guide the content of teacher-training, including extensive practical experience. Positive relationships and interactions with pupils, parents and other teachers appear crucial to program quality – and are often much more important than material inputs (UNESCO 2007).

To develop these relations, training approaches that help teachers become more reflective about their teaching practices and the environments in which they work are effective (UNESCO 2007).

A final challenge is about learning through evidence, research and innovation.

The results of monitoring can support ECCE providers to improve their programming and planning (Myers 2006). These results inform policy reviews and if made available to the public down to the school level can be used to inform local adjustments and innovations. However, a general imbalance in research investment between the well-articulated fundamental science of ECCE and patchier, contextualized studies of service delivery (Siraj-Blatchford and Woodhead 2009). A rapid expansion process requires learning to take place in regions and at federal levels of government, based on which adjustments can be made to better meet the needs of children and their families (Myers, 1984).

2.6.3 School leaders

ECCE delivery in a school site and management by the same school-management team, puts extra financial and operational burdens on schools and their leaders. Training for school leaders ensure that they have the capacity to manage, supervise and support pre-primary teachers, is a critical support to teacher training and skills development (Biersteker 2010). Given the additional support that school leaders can offer to ECCE teachers. The education and training of school leaders can have a greater influence on ECCE quality than can individual teacher skills or student-teacher ratios (Munton et al. 2002).

A strong monitoring system will be able to assess whether a child is receiving all essential services, how services are delivered, how the system is functioning, and what funding is received, allocated and spent (Richter et al. 2014). Internal and external procedures are required for program monitoring, evaluation, accountability, and reporting and program revision (Vargas-Barron 2009). Questions of who will follow the standards and who will supervise or inspect and be held to account are central to monitoring and supervision activities are questions about the

action that will be taken to strengthen the ECCE systems, lines of responsibility and funding, etc. (Okengo 2011).

ECCE monitoring practices vary by extent and type between countries, largely dependent on organization of more general political and governance systems.

In a large decentralized system, a monitoring process may be led by discussion and dialogue involving parents, teachers, educational authorities, researchers, funders and other stakeholders, at national and local levels (Myers 2006). Then at the local level, self-evaluation by individual pre-primary institutions will serve as a basis for consultation between internal and external evaluators who may have different views of quality.

2.7 Parental and Community Support and Engagement

To encourage demand to promote and protect ECCE, considerable communication effort is needed to create a sense of participation, ownership, investment and responsibility by parents, families, communities and other stakeholders (Richter 2013). Regional advocacy and campaign efforts will mobilize demand (Biersteker 2010) and political channels such as in Ethiopia through regional presidents, woreda and Kebele officials can also be used to encourage uptake of ECCE and gather further support from private, NGO and community groups.

As part of their delivery, effective ECCE program often include an intensive family support component that facilitates parental involvement and commitment to the child's education and promotes parents' personal growth (Reynolds and Temple 2008). These may include parent education program which involve livelihood and practical skills. They may provide parents with information on how to give children care and support they require to realize their potential or simply bring parents together to acquire information and to share experiences (Woodhead and Moss 2007; Sylva et al. 2003).

Incorporating parents, families and communities as partners in the development of ECCE program can improve the integration of relevant child-rearing practices, cultural and local contexts (Marfo and Biersteker 2011). Similarly, teachers' regular engagement with parents and other caregivers to educate them about their children's development and how they can.

2.8 Standards, Monitoring and Learning

An effective ECCE system will include monitoring to strengthen quality linked to standards along with learning and innovation to inform changes to delivery (Lombardi 2011).

Comprehensive standards will cover the physical environment; the knowledge and experience funding mechanism (Engle et al. 2011). A sound investment plan for going to scale and achieving sustainability is a common characteristic of effective program (Vargas-Barron 2009). This can identify where money will come from (including government, private, NGO and community inputs), a funding methodology that supports the poorest groups/areas, and careful targeting to ensure the inclusion of poor or marginalized children and children with special needs, and to ensure that boys and girls have equal access (Garcia et al. 2008; Biersteker 2010). From such a financing plan, it is then clear how regions was finance and allocate resources to ECCE and is possible to compare this with primary education in per pupil terms (Garcia et al. 2008).

In many countries the challenges for ECCE leaders include ensuring sufficient regional and national high-level expertise. For example in curriculum development and research, as different regions and districts and rural and urban areas do not all start from the same base of resources and capabilities to deliver ECCE. A ‘one size fits all’ approach is not recommended.

Instead, a mapping of the technical expertise and management capacities that exist at the different levels. Who the staff are, what their skills are, and what knowledge they possess is a useful planning support (Biersteker 2010).

Oromia Education office (2011) 0 - class should have a has at list 500m² School compound with sef and fenced, playground, toilet and place of garbage. 0-class class room has 7mx9m=63m² area and it is cemented, daily cleaned and have fresh air and it should have fixed and temporary materials have to full filed and It has to have rooms for feeding, rooms for co-curricular activities, bed room for children rest which is cemented and has sef condition.

In addition the 0-class has to have water supply for children, toilet with hand watch, first aid services because children may face injure. Then children have to have first aids. In the cause of Human resources 0- class leader must has to have training on ECCE, 0- Class teacher have to has training on ECCE teaching and the number of student 30 in a class

Table 1. Number of teachers and sportive worker (care giver) in 0-class

No of children	No of class room	No of teachers	No of care giver	Remark
30	1	1	1	
60	2	2	1	
90	3	3	2	

Source; Oromia education training material 2011 Adama

Minimum standards set as: The pre-school has a fenced place where it is safe for children to learn, run and play games together with other children, The space in the room/building allows for at least one and half square meter for each child, The pre-school room/building has windows, and Clean drinking water, hand wash water and one latrine are available. (የቅድመ መደበኛ ትምህርት ፕሮግራም የደረጃ መለኪያ /ስታንዳርድ/ ትምህርት ሚኒስቴር, 2001).

2.9 Indoor Equipment and Materials Organization

Preschool children learn through hands-on interaction with materials. Additionally, the environment contributes to their learning. Therefore, if children are learning about concepts that naturally occur outside, they need to learn these concepts through active exploration, using as many senses as possible. Young children do not have the ability to think about the world in an abstract way. They need concrete examples of what is being taught (Charles worth & Lind, 1999).

Most preprimary school programs should include a combination of indoor and outdoor activities and group times. Indoor activities may include art and craft activities, clay or dough, puzzles, games, blocks and construction, books and sensory activities. Kindergartens may also have a dramatic play area to encourage social contact and role playing. Materials are presented in ways that are easily accessible and managed independently. Children are generally invited to select their own activity. They are able to work at their own pace and will be helped by staff as necessary. Decker, 1984 also agreed that in every early childhood classroom, children need a variety of materials for self-expression. Developmentally appropriate materials for children of all ages provide important opportunities for children to use divergent thinking. The above scholars agreed that good kindergarten classrooms should be prepared in such a way that enables the program successful at this level. Another important features of indoor environment are different

corners that can help the total development of the child. Regarding this, CYAO (1993; 16) guidelines suggest that home, music, handicraft and health corners should be available. These can help the child to develop meaningful experiences about the family through imaginative play, to explore and compare sounds, mathematical, scientific and creative awareness as well as social and moral skills respectively.

2.10 Outdoor Equipment Organization

Many of the skills and competencies that develop during the early years are learned from the outdoor natural environment. It should enable children to build interesting structures which will serve as triggers to play. Apart from play experiences the outdoor area should also provide children with experiences. The outdoor area should also provide children with opportunities to learn about their natural environment (Marrison, 1986; 49) A successful outdoor playground is often simple – a natural landscape full of sensory experiences offering a wide variety of Challenges, responses and uses. In an outdoor play area you may find a sandpit, a digging patch, a variety of climbing equipment, water play, swings, balls, blocks, carpentry and aids for dramatic play. Weather permitting, almost any activity offered indoors could also be offered outdoors. (Welcome to Kindergarten, 2009)

Early Childhood Care and Education (ECCE) Policy Framework in Ethiopia

In Ethiopia, early childhood care and education policy has been stated in 2010 for the better improvement of children in their early year. These statements were put in the way that its vision, mission, goals and strategic objectives, guiding principles, and structural set-up and focus of activities. These statements were as follows:

According to National policy framework, (2010) stated that:

Vision: Ensure all children the right to a healthy start in life, be nurtured in a safe, caring and stimulating environment and develop to their fullest potential. Mission: provide a comprehensive, integrated, quality, developmentally appropriate and culturally responsive service for the development of all children.

The overall goal of the policy framework is to promote early stimulation and the best start in life for all children from prenatal to seven years, and enhance the quality, accessibility and equitable distribution of services for education through more efficient partnership and capacity building

programs. MOE (2010). Additionally the strategic objectives of the policy framework are: establish a cohort governance structure for ECCE and ensure mainstreaming of ECCE in all relevant national policies and programs, Promote and support development of accessible, equitable, and quality ECCE services for all children, particularly for vulnerable children with special needs and marginalized children, Protect young children from any form of abuse and harmful practices. Promote and strengthen partnerships and collaboration among all stakeholders required for the effective delivery of services and programs for young children. Mobilize, plan and allocate the necessary resources to ensure quality services for all children from prenatal to seven years of age.

Guiding Principles of the ECCE Policy Framework

Upholding and reinforcing beneficial Ethiopian cultural values, including involvement of families and parents, and community participation. Ensuring the holistic needs of young children are met Equitable access to quality ECCE for all Inclusive approach addressing vulnerable and marginalized children particularly children with special needs Inter- sectorial and integrated coordination among relevant ministries and organizations working on child care, rights, health, education and development Community based approach, cost- effectiveness and feasible road map with concrete action programs that ensure every child has in the near future access to early child care education and development before she/he joins formal schooling. ECCE serving the needs of all groups of children from prenatal to seven years. The family is the first responsible body for supporting the holistic development of their children and hence they need to be empowered and supported to ensure they are effective in their roles. The provision of quality preprimary education entails multiple factors.

The Role of Government in Preprimary Education

In Ethiopia the government policy education in the coming five years is not to establish the run preschool education. However, the government has critical role in policy development, Curriculum design, standard setting, supervision, etc. Therefore, the government will encourage the private sector, NGOs and communities. (MOE, 2002;77) .Furthermore, the Government has many role to play in addition to the above mentioned like mobilizing the community through awareness creation on the objective of preprimary education that enable them to play their role.

In the last years of ESDP IV, ECCE has been prioritized by government, with the establishment of a National steering committee, Regional councils and Woreda technical committees and rapid expansion of access to O-Classes as a reception year prior to Grade 1. These structures function in collaboration with other relevant ministries, with a view to coordinate, support and monitor the involvement of stakeholders in ECCE. To reach the policy objective, an action plan and implementation strategy including mechanisms of funding, duties and responsibilities of education and other governmental and NGO authorities will be prepared.

The system will endeavor to increase the numbers of pre-school children who have access to ECCE in all regions, with a focus on providing first for the most disadvantaged groups. Final efforts will be applied to ensure full on-time enrolment, particularly of girls. Regarding the finance the government has given the priority to the general education. Within the general education sub-sector, the preprimary and secondary levels demonstrate the largest increases in shares, from 3% and 22% to 11% and 30%, respectively. (ESDPV)

2.11 Challenges in Pre-Schools in Ethiopia

Research shows more than half of the world's children are still excluded from preprimary education. From this some of them are more vulnerable than others, and this shows more service is still needed to ensure their development. Regarding this need, the Ethiopian government has established a national policy instruments in 2010 to regulate the existing private sector provision, to provide low-cost ECCE programmers through community based centers and primary schools including non-formal pre-primary education program. However, there are a number of challenges. Fund from government and donor is very limited, the majority of the burden to expand the program is placed on the already overstretched primary education system, an intense focus on primary education has resulted in relatively little attention to ECCE, a strong rural-urban division in ECCE provision. In rural areas, the private and non-governmental sectors provide very few preschool service. The coverage and quality of the provision is low and finally the majority of ECCE service providers are located in urban areas. However, the ECCE provisions of 2010 marks significant progress and offers the promise of ambitious increases in the access of the service is unclear as to how this would be resourced (Young Lives, 2016).

As Ethiopian Education Development Roadmap (2018-30) states the Early Childhood Education is still fettered by challenges and problems that span from problems related to governance, curriculum, teachers' qualification, location, facilities and budget.

2.11.1 Governance

Lack of separate structure for O-class program is one of the major challenges. Structurally, the vertical links of the program are not clearly delineated at policy level. This has entailed governance and accountability problems. Although the government somehow has acknowledged the importance of expanding this program, its importance is not equally recognized by educational bureau heads working at regional, zonal and 'Woreda' levels. As they claimed, the program is perceived as an add-on to the regular program. That is, absence of clear guide line and structure are among the major problem areas in preprimary education.

2.11.2 Curriculum and Standardization

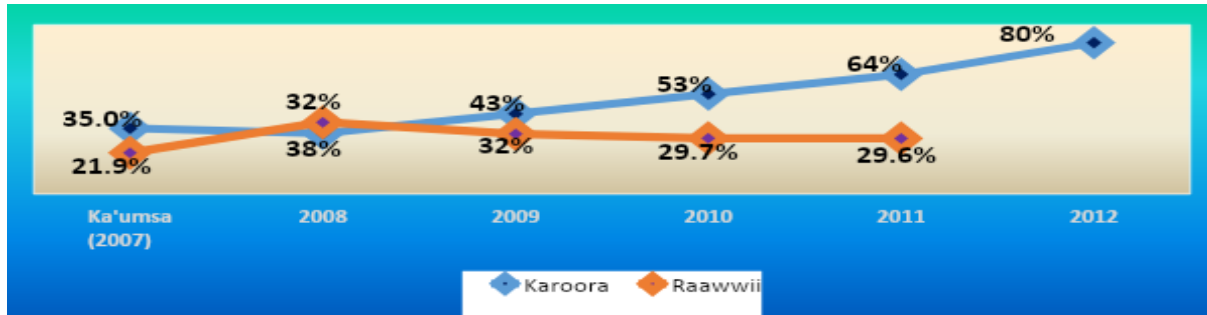
The problem of standardization is observed in terms of absence of developmentally appropriate curriculum and its implementation across different age groups. Because of shortage of classrooms and trained teachers/ facilitators, four, five and six year old children are grouped together in a single classroom as if they are similar in their developmental needs.

This merging of all children in one classroom obviously resulted in using inappropriate learning and stimulating materials for children that are not developmentally ready. The problem of standardization is not only in terms of curriculum but also facilities, classrooms, teachers' profile and other indoor and outdoor play materials. Furthermore, lack of coordination among other preschool program modalities is one of the issues that need to be addressed.

3. The Empirical literature review

The empirical data show that the implementation of ECCE contrast to the policy set. As Oromia education offices indicate Gross enrolment rate (GER) of preprimary students of 2018 was 29.6%. Which show that; in Oromia the sub sector does not given attention. As the result 0 class children participation is very low, the number of student benefited from the program is insufficient and most of the children out of the system.

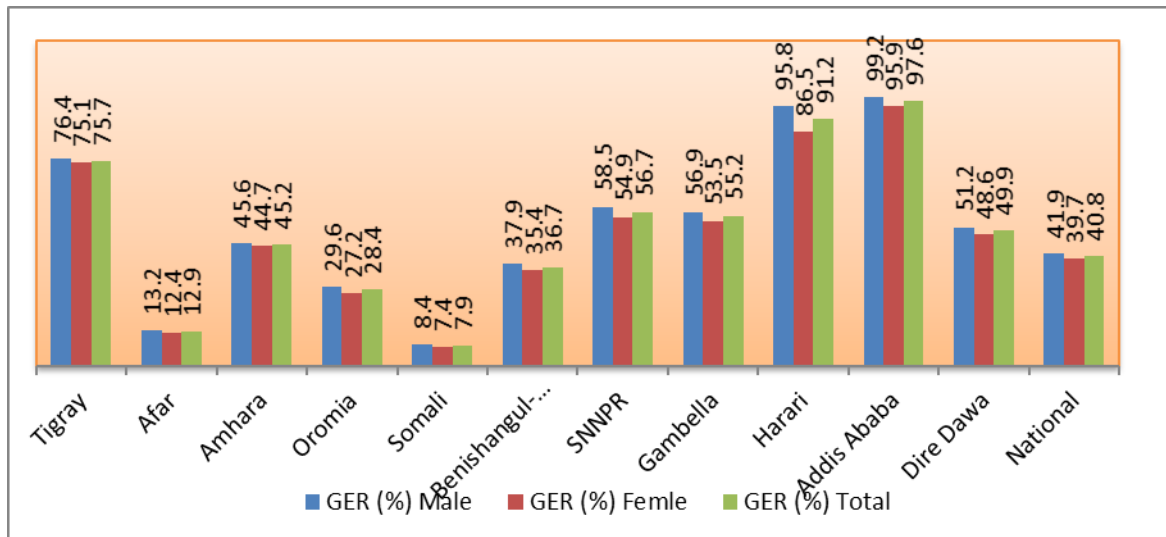
Graph 1 : GER of preprimary student in Oromia



Source Oromia education bureau 2018/2011

When we see the gross enrolment of preprimary student as Ethiopia; even though there was improvement in Tigray, Harari and Addis Ababa it need great attention in other region. Especially in Oromia the enrollment rate is 28.4 % only followed by Afar and Somalia

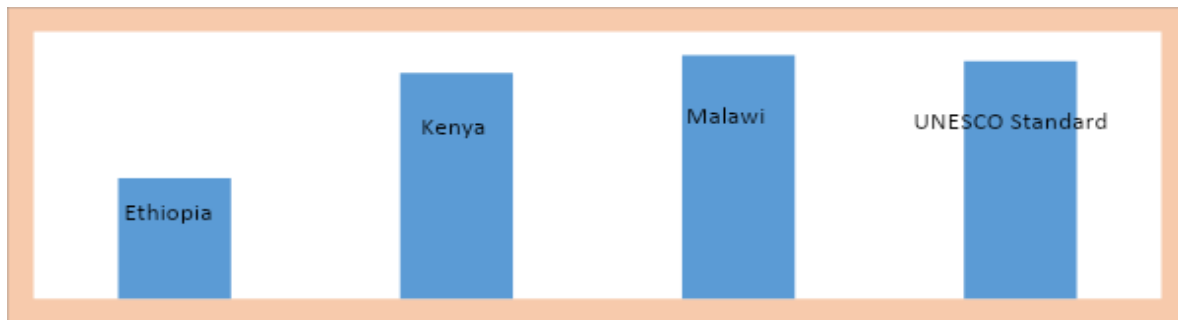
Graph 2 : GER of preprimary student as Ethiopia 2011



Source analyses of ESDP Federal 2018/2011

As global monitoring report of GER preprimary student 2017/18 G.C show Kenya and Malawi has improvement with 76% and 82% respectively. But Ethiopia achievement was only 40.7% which was very low.

Graph 3: GER of preprimary student of Ethiopia compared with other countries



Source analyses of ESDP Federal 2011 E.C

According to Oromia Education bureau report (2011E.C)

“ recently attached ‘Zero Class’ to primary school was no owner, no commitment to implement, no trained teachers for this purpose and continuity.in addition no separate compound which is safe, appropriate and friendly to children. As result children skip from the school. Even though training teachers and developing curriculum for this standard is the responsibility of the government, its implementation was in adequate.”

For many years School Grants have been allocated directly to schools based on enrolment in primary and secondary grades, as a resource for implementing the school improvement plan aimed at improving learning conditions in schools (MOE, 2015b). School Grants for O-Class were introduced in the 2016-17 academic year, as a means of increasing finance to early learning from the donor funded and government implemented General Education Quality Improvement Program (GEQIP). But although there are multiple finance sources within the education system, national plans allocate only 3 percent of the education budget to early learning. Moreover, even though sector plans have a budget assignment, there is so far no finance dedicated to early learning via the core block grant. At the same time annual abstract 2018 of East Wollega education office show that growth enrollment of 0-class was 31.02% and budget allocated from GEQIP was 2.156% only. Of the total 678 preschool teachers only 46 teachers trained in ECCE profession. Additionally zone education inspection department 0 class evaluation result show that input 7.7, process 17.45, output 16.25 then the performance was 41.4. This lay under standard one. From the above one can say the preschools in East Wollega zone were below the standard set which needs attention

CHAPTER THREE

3. RESEARCH DESIGN AND METHODOLOGY

This section deals with the method of the study, source of data, sample population, sampling techniques, data gathering tools, procedure of data collection and method of data analysis.

3.1 Research Design

Descriptive survey research design was employed. It is helpful to describe the prevailing in-school factors and opinions related to the ongoing implementation of preprimary education policy. It also helps to draw generalizations of the total population.

3.2 Research Method

The study employed mixed research approach in order to examine deeply the issue under study using both Quantitative-qualitative ways. Quantitative research is a research strategy that requires quantification in the collection and analysis of data, whereas qualitative research is a research strategy that predominantly makes use of words rather than quantification in the course of collection and analysis of data.

The study used both qualitative and quantitative research approaches for this study. According to Creswell (2012:22) the use of mixed methods involves the combination of both forms of data that provides a better understanding of a research problem than either quantitative or qualitative data alone. Hence, both quantitative and qualitative data was collected and analyzed.

3.3 Sources of Data

A combination of primary and secondary data source was used to make the study reliable, informative and triangulate the outcome. Concerning primary source, relevant data was collected from teachers, supervisors and principals/ vice principals and Woreda and Zone Education expert of school improvement program (SIP) department. Secondary data sources were referred from documents (ECCE Policy Framework and Guideline, checklists, ESDP I-V document, EMIS Abstract, pre-primary student enrollment, student mark list and attendance and teachers lesson plan).

3.4 Sample size and Sampling Techniques

3.4.1. Sample population and sample size determination

East wollega is one of zones found in Oromia regional state .this zone is located at the western part of the region, which is far a way360kms from Finfinne up to the capital city of East wollega called Nekemte. Currently there are 17 woredas in East Wollega Zone. Among them 5 woredas namely; Diga, Wayu Tuqa, Sasiga, Guto Gidda and Leka Dulecha woreda were selected by using simple random sampling. In addition among 55 gov`t preschools 17 of them were selected randomly. And all 9 private preschools are included this study. And From the total population of **397** teachers in gov`t preschools **324(82%)** and total population of **45** teachers in private preschool 41(**91%**) sample teachers was selected by lottery method. This size taken based on table developed by Krejcie and Morgan,(1970) In addition all principals/vice principals, supervisor and school improvement program (SIP) department heads of woreda and Zone Education was included in this study by using purposive sampling techniques. Because those individuals can provide the best information to address the research questions.

Table 2. Sample distribution of the study by woreda

No	Woreda	No of gov`t pre school		No of Teachers in gov`t preschool (1-8)			Principals/vice Principal		Supervisor		No of private preschool (KG)		No of KG Teacher		Head of SIP department of worada	
		Pop	Sam	Pop	Sam	%	Pop	Sam	Pop	sam	Pop	Sam	pop	Sam	Pop	Sam
1	Diga	12	4	92	73	79	4	4	1	1	3	3	9	9	1	1
2	Sasiga	13	4	80	66	83	4	4	1	1	2	2	8	8	1	1
3	Leka Dullecha	10	3	72	60	83	3	3	1	1	1	1	10	9	1	1
4	Guto Gidda	11	3	75	62	83	3	3	1	1	2	2	13	10	1	1
5	Wayu Tuqa	9	3	78	63	81	3	3	1	1	1	1	5	5	1	1
	Total	55	17	397	324	82	17	17	5	5	9	9	45	41	5	5

3.4.2. Sampling Techniques

The researcher employed both probability and non-probability sampling techniques in order to select the sample subject of the study population. Simple random sampling method was used for the teachers in order to give equal chance for teachers. And supervisor, principal/ vice principal and school improvement program (SIP) department head of Worada and Zone were selected by Purposive sampling technique. Because these respondents can provide the best information to address the research question and they have single position holders in their office.

3.5. Data Gathering Tools

To secure reliable and adequate information from this study the following data gathering tools namely questionnaire, interview, document analysis and observation was employed. The questionnaire was the major data collection tool used in this study. Interview, document analysis and observation was the other data gathering tools employed which help the researcher for enrichment and triangulation of the data was obtained from questionnaire.

Questionnaire

Self-developed questionnaire was prepared based on the literature review. A questionnaire was selected as a means of major data collection tool because it enables to get wider information from widely dispersed sample population and make possible an economy of time and expense and provides a high proportion of usable resources (Best and Kahn, 2003)

To get valuable information from teachers both open and cloth ended questionnaire was prepared. The questionnaire is consisted of two parts. The first part focused on some necessary personal information of the respondents like sex, age, educational background and teachers work experience in schools. Part two consist both close and open-ended questions. The close ended questions was related to physical implementation, learning materials, human resource, community engagement in the ECCE, mechanism of supporting and challenges of ECCE implementation. A five-point Liker type scale (1 = strongly Disagree, 2 = Disagree, 3 = undecided, 4 =Agree, and 5 = Strongly Agree) and descriptive statistic was used. Open-ended questions were prepared to give subjects a chance to give a response in their own words and to generate rich information.

The questionnaires were translated into Afaan Oromo language so as to alleviate any unnecessary confusion in translation and responding to the items.

Reliability and validity of the questionnaire

According to Marczyk, DeMatteo, and Festinger (2005), a consideration of the psychometric property (validity and reliability) is always an essential. The authors also indicated that the reliability and validity of measurements can be maximized through different techniques. The researcher started with a wide-ranging review of the literature. In addition the researcher was invited experts to evaluate the appropriateness of each item and sub-scales in measuring the implementation and challenges of policy set for child care and education. The probability level (Cronbach's alpha coefficients) was used to measure reliability and validity.

Table 3. Reliability coefficient for questionnaires

Dimension	No of items	Cronbach's alpha
Physical environment	10	0.82
Learning materials	5	0.84
Human resources	5	0.86
Parent and communities participation	3	0.91
Monitoring, supervision and support	7	0.79
Challenge	5	0.85
Total	35	

The resulting Cronbach's alpha values indicated in above table ranged between 0.79 and 0.91, and it was reliable.

Interview

Semi structured interview was prepared in English language to generate information from principals/ vice principals, school improvement program (SIP) department head and supervisor in order to support the data collected through questionnaire. Since the data collected through survey questionnaire does not allow giving further explanations on implementation of policy. It was necessary to have a qualitative data in which teachers report different contextual reasons for the implementation of the policy. It consists **11** open ended question items for principals/ vice principals and supervisor. **9** open ended question items for school improvement program (SIP) department head. And it was conducted in two phase.

Phase one: **17** Principals/ vice principals and **5** supervisors were involve in the conversation for 55 minute and 5 minute averagely for each question.

Phase two: A separate interview was administered to 5 education officers namely, Woreda and Zone for a half hour in SIP office by using paper and pen record in director and SIP office respectively.

Documentary sources

Early Childhood Care and Education Policy documents was used to collect and evaluate data about preschool policy provisions. A checklist, ECCE document and Annual Educational Abstracts (MOE, Oromia and East wollega education office) analysis was conducted. These documents were ECCE Policy Frame work (MOE, MOH and MOWA, 2010), ECCE Policy Guidelines (MOE, MOH and MOWA, 2010) and ECCE Operational plan (MOE, MOH and MOWA, 2010). Together with this, Annual Educational Abstracts, ESDP documents (I -V) of Ministry of Education and Preschool standard were consulted.

Observation

Observation is the process of gathering firsthand information at a research site through taking information as it occurs in a setting (Creswell, 2012). Hence, a check list is prepared to gather relevant data in the class rooms and in the compound to observe game materials and facilities and different documents as well. The total duration of one session observation was about one hour. Observation was conducted on the basis of observation checklist. The content of

observation checklist covered inside classroom settings (classroom size, classroom per child, light, and ventilation of classroom, and etc.) and outside classroom settings (playing ground, latrines, availability of playing materials, water, etc.).

3.6. Procedures of Data Collection

Based on the permission of advisor to conduct the study, the researcher prepare self- developed questioner based on review literature. Pilot test was conducted by distributing questionnaires for two teachers of to identify whether the questionnaire was easily understandable as well as if there any confusing questions in the questionnaire. By making the given corrections, final copies of the questionnaire was distributed to participants with brief orientation about the purpose of the study and serious follow-up was made. Observation was carried after the permission of the principals.

Observation was conducted in both indoor and outdoor settings. Interview was treated by adjusting the convenient time and place for respondents to guarantee the meaning fullness of the information obtained from the respondents

3.7. Pilot Test

To check the validity the instruments of data collection the researcher conduct pilot test at Walif KG and Bikiltu Leqa preprimary school for 10 teachers each. Out of sampled preschool. The pilot test was conducted before distribution of the questionnaire to the sampled population of the study to evaluate whether the questionnaire were appropriate or not and to make necessary modification.

Pilot testing is highly important to make necessary amendment so as to correct confusing and ambiguous questions. Checking the validity and reliability of the data collecting instruments before administering to the actual study subject is believed to be critical to assure the quality of the data (Yalew, 1998, and Daniel, 2004).cited in Tolassa Bahiru (2019). At the begging content validity was checked by closed support of researcher adviser and mechanical adjustment were made to likers scale, and further checkup were made by Nekemte TTC language department. Statistical reliability test were made by using Cornbrash's alpha coefficients.

Therefore Cornbach's alpha coefficients were 0.846 which was reliable. And finally some spelling and grammar correction were made before conducting the actual study.

3.8 Ethical Considerations

To make the participants confidential, the researcher inform the purposes of the study and as their response is used only for the research purpose and keep it confidential and finally as any of the data obtained would be not personalized in any part of the research.

Research studies are built on trust between the researcher and participants. And researcher has a responsibility to have in a trust worthy manner. The findings was used for educational improvement by implementing the policy set effectively and efficiently. In addition to the researcher endeavor and other related factors. The success of this study was depends up on your genuine responses to the questionnaire. Thus researcher kindly requests your responses accurately and honestly to each items provided in the questionnaire and acknowledges your cooperation on a great extent and your responses was kept strictly confidential and used only for the academic purpose.

3.9 Data Analysis Methods

The purpose of this study is to assess the implementation and challenges of the policy set for early child care and education in East Wollega Zone Oromia Regional state. The raw data collected from the field mainly through close ended questionnaires was coded in SPSS and presented on a table quantitatively analyzed by the use of percentages and frequency. On the other hand; the information which was gained from open ended question item; interview, observation check list, and document analysis was analyzed qualitatively.

The quantitative obtained data through questionnaire was analyzed using descriptive statistics such as frequency count and percentages. The mean value was used in order to see relative difference among responses on given variable within group for data analysis and interpretation. Qualitative data obtained through interviews, document analysis and open ended questionnaire was also analyzed through narration. Finally, the major finding was reported, important conclusion was drawn, and feasible recommendation was forwarded.

CHAPTER FOUR

4. DATA PRESENTATION, ANALYSIS AND DISCUSSION

Chapter four deals with presentation, analysis and discussion/ interpretation of data collected through questionnaires, observations, interviews and document analysis to search for appropriate answer to the basic question listed in chapter one. This section is categorized in to two major parts. The first part presents the characteristic of respondents whereas the second part deals with the analysis and interpretation of the implementation of ECCE policy based on the data collected.

Accordingly, presentation and analysis was made making use of data gathered from teachers, principals, supervisor and school improvement program (SIP) head of respective Woreda and Zone. Questionnaire were distributed to sample school/KG teachers. In order to triangulate the data from questionnaire interview was conducted with principals/vice principals, supervisor and school improvement program (SIP) head of sample schools. In addition observation and document analysis was employed as a supplementary data gathering tool in the study. Of the total questionnaire distributed to school/ KG teachers 336 (92.05) were completely filled and returned.in addition 12 principal (70.5%), 4 supervisor (80%), 4 school improvement program (SIP) head of woreda (80%) and 1SIP head of zone (100%) were participated in semi-structured interview and 4 KG and 7per primary schools were observed.

4.1. Characteristics of the respondents

Description of the characteristics of the participants gives some basic information about the sample population which helps for the data dependence. The following table show the general characteristics (age, sex, and work experience and education level).

Table 4: Demographic Characteristics of the Respondents

Status		Respondents/subjects											
		Teachers in (govn` t)		Teachers in private		Total		Principals		Supervisor		SIP head	
		No	%	No	%	No	%	No	%	No	%	No	%
Sex	Male	159	51.79	12	41.37	171	45.2	9	75	3	75	2	28.57
	Female	148	48.2	17	58.62	165	52.1	3	25	1	25	4	57.14
	Total	307	100	29	100	336	97.3	12	100	4	100	6	85.71
Age ranges	18-23	30	9.25	6	20.68	36	14.9	0	0	0	0	0	0
	24-27	68	20.98	8	27.58	76	24.2	3	17.64	0	0	0	0
	28-32	98	30.24	8	27.58	106	28.9	4	23.52	2	40	2	40
	33above	111	34.25	7	24.13	118	29.1	5	29.41	2	40	2	40
Education background	Certificate	0	0	6	20.68	6	10.3	0	0	0	0	0	0
	Diploma	87	26.85	19	65.51	106	46.1	0	0	0	0	0	0
	First degree and above	220	67.9	4	13.79	224	40.8	12	70.58	4	80	6	85.71
Work Experience	≥ 2 year	6	1.85	4	13.79	10	7.8	0	0	0	0	0	0
	2-4 year	21	6.48	8	27.58	29	17	1	0.05	0	0	0	0
	5-7 year	62	19.13	11	37.93	73	28.5	4	23.52	1	20	0	0
	8 and above	218	67.28	6	20.68	224	43.9	7	41.17	3	60	4	80

As shown in item 1 table 3 above from a total 307 participants, 159(51.79%) male and 148(48.2%) were female teachers in the government preschools. Similarly; of total 12 school principals 9 (75%) male and 3(25%) were female. And from a total 4 supervisor 3(75%) male and 1(25%) were female. Finally; of the total 6 school improvement program (SIP) 2(33.3%) male and 4(66.6%) were female. the above figure show that the numbers of female teachers were less than male teachers. Concerning their age 30(9.25%) of the teachers were 18-23 year, 68 (20.98%) teaches and 3 (17.64) principals were between 24-27 year. Whereas 98(30.24%) of teaches, 4(23.52%) of principals, 2(40%) of supervisor and 2 (40%) of SIP head were 28-32year.

And finally 111(34.25%) teachers, 5(29.41%) principals, 2(40%) supervisor and 2(40%) of SIP head were above 33 year. This show that majority of the respondents (teachers) were young and in their productive age to implement the policy.

As table above shows the Education background of participants in government schools were leveled in to diploma and first degree and above. The high proportion teachers (67.9%), principals (70.58%), supervisor (80%) and 85.71% school improvement program (SIP) head were first degree and above. The rest 26.85% of teaches were diploma holder. This indicate the educational level of the majority of participants is standardized yet when compared with the minimum standard of MOE which states that the minimum standard of pre-school teacher's education level is a complete diploma in preprimary education, even they are not qualified in preschool.

Work experience of the respondents shows that 6 (1.05%) of teachers were less than 2 years'. while 21 (6.48%) teachers and 1(0.05%) of principals were 2-4 years' work experience. In addition 62(19.13%) of teachers, 4(23.52%) of principals and 1(20%) of supervisor were 5-7 years' work experience. Finally 218(67.28%) of teachers, 7(41.17%) of principals, 3(60%) of supervisors and 4(80%) of school improvement program (SIP) head have an experience above 8 years. from this point of view it can be concluded the majority of the participants were matured enough to implement the program.

It can be also summarize in the table above more than half percent (58.62) teachers in private school were female and 41.37% were male. Concerning the age 55.16% teachers were ranges between 24-32 years and the remaining 20.68% and 24.13% were age 18-23 and 33 and above respectively. This indicate all most all of the teachers were at productive age to implement policy. When compare the participation of female in private and government school the participation of female teachers exceed in the private school. Education background of teachers in the studied area 6(20.68%) were certificate which was below standard set by MOE and 19(65.51%) diploma and 4(13.79%) were first degree and above. The respondents work experience shows that 4 (13.79%) of teachers were less than 2 years' work experience. while 8 (27.58%) of teaches have an experience between 2-4 years. and 11(37.93%) and 6(20.68%) of the respondents have five to seven and more than eight years work experience respectively. This shows respondents with less than 2 year and above 8years work experience were less than those

two to seven. Then it is possible to say that both teachers in government and private have an experience to implement the policy.

4.2 Actual implementation of ECCE policy in school/center

4.2.1 Analysis and presentation of teacher's questionnaire responses of physical environment

Table 5. Physical Environment

Item	Respo ndent s'	S .A		Ag		Un.d		D .A		S .D.A		Total		Mean score	
		F	%	F	%	F	%	F	%	F	%	F	%	total	Ave
1.1 The preschool is physically safe and free from garbage	gov. T	51	16.6	110	35.8	5	1.6	116	37.8	25	8.1	307	100	3.2	3.47
	Pri.T	11	37.9	9	31	-	-	9	31	-	-	29	100	3.75	
1.2 Adequate latrine service is available.	gov. T	27	8.8	94	30.6	11	30.6	93	30.3	82	26.7	307	100	2.67	2.85
	Pri. T	-	-	16	55.2	-	-	11	37.9	2	6.9	29	100	3.03	
1.3 Adequate water supply is available.	gov. T	11	3.6	70	22.8	23	7.5	90	29.3	113	36.8	307	100	2.29	2.42
	Pri. T	-	-	9	31	-	-	18	62.1	2	6.9	29	100	2.55	
1.4 The space in the class room is adequate for free movement(as standard set by MoE)	gov.T	40	13	127	41	16	5.2	90	29.3	34	11.1	307	100	3.20	3.44
	Pri. T	11	37.9	8	27.9	-	-	10	34.5	-	-	29	100	3.68	

S.A= strongly agree **Ag**= agree **UD**= undecided **D.A**= disagree **S.D.A**=strongly dis agree

F= frequency **%**= percent

In table 4. Item 1.1 above indicate that 51 (16.6%) were strongly agree, 110(35.8%) were agree, 5(1.6%) were undecided, 116(37.8%) were disagree and 25(8.1%) of teachers in government preschool were strongly dis agree that the preschool is physically safe and free from garbage. And also 11(37.9%) teachers in private school were strongly agree, 9(31%) agree and 9(31%) disagree on the issue. In addition the mean score of these item for both government and private preschools were 3.2 and 3.75 respectively. Which fit the excepted standard by MOE (2010) Cleanliness, good maintenance and hygiene must be a priority. The location should be free from pollution and far away from garbage sites.

Regarding the availably of latrine serves 27(8.8%) of teachers in government preschool were strongly agree, 94(30.6%) were agree, 11(3.6%) were undecided, 93(30.3%) were disagree and 82(26.7%) were strongly dis agree. And 16(55.2%) of teachers in private preschool were agree, 11(37.9%) disagree and only 6.9% were strongly disagree. additionally the mean score for item 1.2 was 2.67 for government and 3.03 for private preschool. This show that private preschool fit the standard set but government preschool was not.

Item number 1.3 show that 11(3.6%) were strongly agree, 70(22.8%) were agree, 23(7.5%) were undecided, 90(29.3%) were disagree and 113 (36.8%) of teachers in government preschool were strongly dis agree adequate availability of water supply, and also majority of teachers in private preschools were disagree on the issue. In the cause of item number 1.4, 40(13%) were strongly agree, 127(41%) were agree, and only 16(5.2%) were undecided, 90(29.3%) were disagree and 34(11.1%) of teacher were strongly disagree that there is adequate space in the class for free movement in government preprimary school. And only 10(34.5%) of teachers in private preschool were disagree on the issue.

Then item 1.3 and 1.4 can be concluded the availably water supply for both preschools were not adequate, or below the standard. The score mean also support the idea (2.29 and 2.55) respectively. But the space in the class room was adequate for free movement. The minimum standard set by MOE (2010) say that clean drinking water, hand washing facilities and one latrine are available. And the setting of the physical space should allow for free movement of both children and adults.

The implementation of ECCE policy questionnaire in this study uses 5-point liker's scale (Strongly Agree =5, Agree =4, Undecided =3, Disagree =2, and Strongly Disagree =1) we can assume that agreement with positively-worded items and disagreement with negatively-worded items would represent standards, whereas disagreement with positive-worded items; and agreement with negative-worded items represents less than standard. Hence, the mean score (after the negatively worded items are reverses coded) less than three represents 'less than standard' while a mean score above three is considered as 'standard'. The mean score equal to three indicates 'neither standard nor less than standard' in this study.

From this one can understands that majority of government and privet schools were physically safe and free from garbage and the space in the class room was adequate for free movement as standard set by MOE. On the contrary no adequate latrine serves and water supply.

Table 6: Physical Environment

Item	Respo ndent	S .A		Ag		Und		D .A		S .D.A		Total		Mean score	
		F	%	F	%	F	%	F	%	F	%	F	%	Total	Ave
1.5 size of the school compound is adequate(as standard set by MoE)	gov.T	50	16.3	111	36.2	9	2.9	104	33.9	33	10.7	307	100	3.09	2.87
	Pr. T	-	-	11	37.9	-	-	15	51.7	3	10.3	29	100	2.65	
1.6 The class room is cemented and clear	gov. T	48	15.6	119	38.8	6	2	74	24.1	60	19.5	307	100	3.11	3.34
	Pr. T	11	37.9	7	24.1	-	-	10	34.5	1	3.4	29	100	3.58	
1.7 The class room has enough light and free air	gov.T	68	22.1	152	49.5	6	2	54	17.6	27	8.8	307	100	3.63	3.86
	Pr.T	11	37.9	14	48.3	-	-	4	13.8	-	-	29	100	4.1	
1.8 The preschool has child rest room	gov.T	12	3.9	16	5.2	52	16.9	80	26.1	147	47.9	307	100	2.08	3.01
	Pr.T	-	-	28	96	-	-	1	3.4	-	-	29	100	3.93	

As the table above show that an adequacy of school compound, 50 (16.3%) and 111(36.2%) of teachers in government schools were replied strongly agree and agree respectively. Whereas 9(2.9%) were undecided. And 104(33.9%) and 33(10.7%) of respondents were respond disagree and strongly disagree respectively there is adequate school compound. on the contrary few number of teachers in private preschool 37.9%(11) were agree. and 51.7% and 10.3% were disagree and strongly disagree respectively on the issue. also the mean score (2.65) show that the school compound of private schools were below the standard but government preschool (3.09) fit the standard.

In the cause whether the class room cemented and clear or not, 15.6%, 38.8% and 2% of teachers in government preschool were replied on; strongly agree, agree and undecided the class room is cemented and clear respectively. And 37.9% of teachers in private preschool were strongly agree and 24.1% were agree. On other hand 74(24.1%) and 60(19.5%) of teachers in government preschool were respond disagree and strongly dis agree respectively on the class room is cemented and clear. And also 34.5% disagree and only 3.4% teachers in private preschool were strongly disagree on the issue. The mean score value for adequate school compound for government preschools were 3.09 and 2.65 for private preschool. This show the government preschool slightly fit the standard; but private preschools were not fit the standard set.

In the cause of item number 1.7 whether the class room has enough light and free air 22.1% and 49.5% teachers in government preschool and 37.9% and 48.3% of teachers in private preschool replies strongly agree and agree respectively. And also 2%, 17.6% and 8.8% of teachers in government preschool were respond undecided, disagree and strongly disagree respectively. In addition 13.8% of teachers in private preschool were disagree on the idea. The result of mean also justify that both preschool fit the standard set on this item. Which was 3.11 for public and 3.58 for private preschool.

With regards to having rest room 26.1% and 47.9% of teachers in government preschools were respond disagree and strongly disagree respectively, 16.1 were undecided and only 3.9% and 5.2% were strongly agree and agree respectively. Whereas 96.6% of teachers in private preschool replies agree on privet preschools have rest room. Additionally the mean score for private preschool was 3.93 .this support the idea. But in the cause of government preschool mean score

was 2.08 which is below the standard set by Oromia Education Bureau (2011). Which say. Cemented and clear Children rest room 6mx8m available. This shows outdoor space, materials and equipment as well as its organization is Inadequate in the majority of the studied preprimary schools.

Table 7: Physical Environment

Item	Respo ndents	S .A		Ag		Un.d		D .A		S .D.A		Total		Mean score	
		F	%	F	%	F	%	F	%	F	%	F	%	total	Ave
1.9. The preschool has child feeding room	gov.T	2	0.7	16	5.2	88	28.7	72	23.5	129	42	307	100	2.15	3.04
	Pr.T	-	-	28	96.6	-	-	1	3.4	-	-	29	100	3.93	
1.10. The preschool has first aid room	gov.T	0	0	13	4.2	87	28.3	68	22.1	139	45.3	307	100	1.92	1.96
	Pr.T	-	-	-	-	-	-	29	100	-	-	29	100	2.0	
Total Physical environment	gov.T													2.73	3.02
	Pr.T													3.32	

As indicated in table 6 item number 1.9 above only 2(0.7%) were strongly agree, 16(5.2%) were agree, 88(28.7%) were undecided, 72(23.5%) were dis agree and 129(42%) were strongly dis agree the idea of preschool has child feeding room in government school. But in case of privet preschool 96.6% respondents were agree that preschool has child feeding room. Regarding mean score government preschools were below the standard set (2.15) but the private preschools were fit the standard (3.93).

Item number 1.10.indicated that majority of respondent 68(22.1%) and 139(45.3%) were disagree and strongly disagree respectively government preschools had no first aid room. and also none of privet preschools have first aid room. And the mean score also approve the case 1.92 and 2.for government and private in order.

From this it can be concluded that most government preschool has no feeding room. But private preschool has. And very few government school has first aid room and none of private school has first aid room.

It can be seen from the above table that the mean score for overall physical environment of preschool for government preschool were below the standard set (2.73). While private preschool fit the standard to some extent (3.32).

To sum up majority of government preschool has adequate size of the school compound (as standard set by MOE) and private schools were in adequate. The class room is cemented and clear and the class room has enough light and free air in both preschools. On the contrary most of the government preschool has no rest room. But most private preschools have rest room.

4.2.2 Analysis and presentation of teachers' questionnaire responses of learning materials

In order to assess the availability and adequacy of learning materials, Teachers were asked to show their position. Based on that, the results were summarized as follow.

Table 8. Learning materials

Item	Respondent	S.A		Ag		Un.d		D.A		S.D.A		Total		Mean score	
		F	%	F	%	F	%	F	%	F	%	F	%	total	Ave
2.1 Adequate learning materials (puzzles, riddle and Guessing games, stories and fairy tales, etc.) are available	Gov. t	0	0	38	12.4	27	8.8	98	31.9	144	46.9	307	100	1.94	2.34
	Pr.T	-	-	11	37.9	-	-	18	62.1	-	-	29	100	2.75	
2.2 The class rooms and their walls are equipped with learning materials and visuals rich in color	gov.T	18	5.9	45	14.7	26	8.5	83	27	135	44	307	100	2.15	2.38
	Pr. T	-	-	11	37.9	-	-	14	48.3	4	13.8	29	100	2.62	
2.3 Developmentally appropriate play equipment's (balance, swinging, slid, ladder etc) are adequately available	gov. T	2	0.7	35	11.4	43	14	132	43	95	30.9	307	100	2.16	2.64
	Pr. T	-	-	19	65.5	-	-	5	17.2	5	17.5	29	100	3.13	
2.4 Text book are available in all subject	gov.T	33	10.7	75	24.4	17	5.5	88	28.7	94	30.6	307	100	2.63	3.03
	Pr. T	-	-	21	72.4	-	-	8	27.6	-	-	29	100	3.44	
2.5 Teacher guidebook is available in all subject	gov.T	27	8.8	90	29.3	23	7.5	73	23.8	94	30.6	307	100	2.69	3.06
	Pr.T	-	-	21	72.4	-	-	8	27.6	-	-	29	100	3.44	

Item number 2.1 on table 7 show that none of teachers in government preschool strongly agree, 12% were agree, 8.8% were undecided, 31.9% were disagree and 46.9 were strongly dis agree that adequate availability of learning materials in their school. On the side of teachers in private school, 11 (37.9%) agree and 18(62.1%) were disagree on the issue mentioned. In addition the mean score indicate both preschools were far apart from the standard which is 1.94 for government and 2.75 for private preschool.

At the same time Item number 2.2 indicate that teachers in government school respond 5.9% were strongly agree,14.7% were agree, 8.5% were undecided. Whereas 27% were disagree and 44% were strongly dis agree class room was equipped with teaching material and visuals rich in color. And teachers in private preschools respond 37.9% and 48.3% of them were agree and disagree respectively and only 13.8% were strongly disagree the idea. The mean score for this item was 2.15 for government preschool and 2.62 for private preschool. That was below the standard for both preschools.

In the cause item 2.3 only 0.7%were strongly agree,11.4% were agree, 14% were undecided,43% were disagree and 30.9 were strongly dis agree the availability of developmentally appropriate play material in government preschool. But in privet preschool 65.5% of respondent agree that developmentally appropriate play equipment's are adequately available. Whereas 17.2 % were disagree and 17.5 % were strongly dis agree on the issue mentioned above. Mean score also support the result that is 2.15 for government and 3.13 for the private.

Finally item 2.5 show that 8.8 %were strongly agree, 29.3% were agree, 7.5% were undecided, 23.8% were disagree and 30.6 were strongly dis agree the availability of teachers guide book in all subject in government preschool. But 72.4% agree and only 27.6% were disagree the availability of teachers guide book in all subject in private preschool.

The mean score also illustrated that at all level of learning materials government preschool were not fit the standard set. But Private preschool fit the standard in play materials, availability of text book and Teacher guide.

There for it can be generalized all **Learning materials** were inadequate in both preschool. Learning materials (puzzles, riddle and Guessing games, stories and fairy tales, etc.) are not

available. The class rooms and their walls are not equipped with learning materials and visuals rich in color. But developmentally appropriate play equipment's (balance, swinging, slid, ladder etc.) are adequately available, Tex book and teacher guide are available in all subject in most privet preschools.

4.2.3 Analysis and presentation of teachers' questionnaire responses of human resource

To implement any designed policy; human resource has pay a great role. Especially skilled man power. By taking in account the importance of human resource; the Analysis and presentation of teachers' questionnaire responses were summarized as the following below.

Table 9: Human resource

Item	Respo ndent s	S .A		Ag		Un.d		D .A		S .D.A		Total		Mean score	
		F	%	F	%	F	%	F	%	F	%	F	%	Tot	Av
3.1 Teachers are trained in the preschool teaching Profession	gov.T	51	16.6	24	7.8	25	8.1	83	27	124	40.4	307	100	2.36	2.51
	Pr. T	-	-	11	37.9	-	-	18	62.1	-	-	29	100	2.75	
3.2 There are assistant teacher's/care givers	gov. T	11	3.6	32	10.4	39	12.7	100	32.6	125	40.7	307	100	2.2	3.1
	Pr. T	-	-	29	100	-	-	-	-	-	-	29	100	4	
3.3 ECCE caregivers have certified	gov. T	11	3.6	31	10.1	64	20.8	71	23.1	130	42.3	307	100	2.2	2.04
	Pr. T	-	-	-	-	-	-	26	89.7	3	10.3	29	100	1.89	
3.4 The ratio teachers and children is appropriate	gov.T	32	10.4	93	30.3	32	10.4	65	21.2	85	27.7	307	100	2.85	3.42
	Pr. T	-	-	29	100	-	-	-	-	-	-	29	100	4	
3.5 The preschool leader has trained in preschool leading	gov. T	14	4.6	34	11.1	39	12.7	82	26.7	138	45	307	100	2.01	1.92
	Pr. T	--	--	--	--	--	---	24	82.8	5	17.2	29	100	1.82	
Tot average mean score	gov.T													2.32	2.6
	Pr.T													2.89	

As it was seen from table above 124 (40.4%) and 83 (27%) respondents strongly disagree and disagree respectively the idea say Teachers are trained in the preschool teaching Profession in

government school. At the same time 62.1% of teachers in private schools were disagree teaching learning was conducted in private preschool by professional teachers. Few respondents 25(8.1%) undecided, 51(16.6%) strongly agree and 24(7.8%) were agree that Teachers are trained in the preschool teaching Profession in government school. On other hand 11(37.9%) of private school were agree the idea that say teachers are trained in preschool teaching profession.

Item number 3.2 show that 32.6% and 40.7% of the subjects were disagree and strongly disagree respectively on There are assistant teacher's/care givers in government school. On opposite 29(100%) of private school agree that There are assistant teacher's/care givers. While 3.6% and 10.4% of teachers in government preschool were strongly agree and agree respectively on the issue. And 12.7% were undecided.

Regarding the ECCE caregivers have certified 3.6% of teachers in government preschool were strongly agree, 10.1% were agree, 20.8% were undecided, 23.1% were disagree and 42.3% strongly disagree. On private side none of them were strongly agree and agree. And 89.7 and 10.3 were disagree and strongly disagree the idea respectively.

In the cause of appropriateness of teachers and children ratio; teachers in government preschool replied 10.4% were strongly agree, 30.1% were agree and 10.4% were undecided. But 21.2% and 27.7% of respondent were disagree and strongly disagree respectively. But all of teachers in private preschools were support or agree that teacher child ratio was appropriate. Regarding to whether the preschool leaders has trained in preschool leading, teachers in government preschools replies 14(4.6%) were strongly agree, 34(11.1%) were agree, 39(12.7%) were undecided, but 82(26.7%) were disagree and 138(45%) strongly disagree preschool leaders were trained in preschool leading. And Also teachers in private preschool responds 82.8% were disagree and 17.2% were strongly disagree; preschool leaders has trained in preschool leading.

The descriptive statistic made on table above show that over all human resource needed to implement ECCE policy in government and private preschool were inadequate except assistant teachers and appropriate teachers and children ratio in private preschool. The average mean score were 2.32 and 2.89 respectively which was below standard.

From the above point of view, the availability of profession human resource were not in line with standard set by MOE in both preschool. But privet school has fit the standard with only having assistant teachers and appropriate teacher's children ratio.

4.2.4 Analysis and presentation of teachers' questionnaire responses of participation of parents and communities

The participation of parents and communities have increased access and quality pre-school education. Due to the pressure from parents and communities, schools are forced to improve their activity to cop up with social demand. Under this heading involvement of parents and community is discussed as the following below.

Table 10: Participation of parents and communities

Item	Respo ndent s	S .A		Ag		Un.d		D .A		S .D.A		Total		Mean score	
		F	%	F	%	F	%	F	%	F	%	F	%	total	Av
4.1 Parents and teacher share info regularly on the child's progress.	gov.T	11	3.6	86	28	13	4.2	129	42	68	22.1	307	100	2.6	3.23
	Pr.T	-	3-	27	93.1	-	-	2	6.9	-	-	29	100	3.86	
4.2 There is a regular parent teacher association meetings and support in the preschool.	gov.T	26	8.5	4	11.1	12	3.9	161	52.4	74	24.1	307	100	2.34	2.77
	Pr. T	-	-	16	55.2	-	-	13	44.8	-	-	29	100	3.1	
4.3 The preschool works with the community.	gov.T	29	9.4	122	39.7	10	3.3	100	32.6	46	15	307	100	2.67	3.2
	Pr.T	11	37.9	16	55.2	-	-	2	6.9	-	-	29	100	3.73	
Total mean score of participation of parents and communities	gov.T													2.67	3.2
	Pr.T													3.73	

From the above item 4.1 one can understand 129(42%) of the participants were disagree and 68(22.1%) strongly disagree on Parents and teacher share information regularly on the child's progress. and only 8.5% and 11.1% of respondents were strongly agree and agree respectively

on the issues. On the other hand teachers in private preschool respond that 27(93.1%) agree and only 2(6.9%) disagree regularly sharing information of parent and teachers on child progress. In addition the mean score for this item was 2.6 for government and 3.86 for private preschool which was below the standard for government preschool.

At the same time item 4.2 161(52.4%) and 74(24.1%) of the respondents replies disagree and strongly disagree respectively on regular parent teacher association meetings and support in the government preschool. But 55.2% and 44.8% respondents in private schools were agree and disagree respectively that regular parent teacher association meeting and support in preschool.

However item 4.3 indicate that 9.4% strongly agree and 39.7% of teachers in government preschool were agree preschool work with community. These implies almost half, 32.6% and 15% were disagree and strongly disagree on the item. While most teachers in Privet preschool respond that 37.9 % strongly agree and 55.2% were agree preschool work with community. And only 6.9% were disagree the idea.

The mean score value also support the above finding. It was below the standard in government preschool at all items. But in private preschool at each item it fit the standard set .which says that Once a day, when bringing or collecting their child, parents have a contact with the teacher. But the implementation was contrary to what to be expected in government preschool.

From the above results one can conclude, in government preschool no regular share information between Parents and teacher on the child's progress, no Teachers parent association meeting. Finally almost fifty percent community participated in preschool program. But it has an improvement in privet preschool.

4.2.5 Analysis and presentation of teachers' questionnaire responses of Monitoring, supervision and supporting system

Table 11: Monitoring, supervision and supporting system

Item	Respo ndents	S .A		Ag		Un.d		D .A		S .D.A		Total		Mean score	
		F	%	F	%	F	%	F	%	F	%	F	%	Tota	Av
5.1 Steering committee are performed for different sectors	gov. T	16	5.2	35	11.4	33	10.7	134	43.6	89	29	307	100	2.17	2.05
	Pr. T	-	-	-	-	2	6.9	27	93.1	-	-	29	100	1.93	
5.2 ECCE services are provided through inter-sectorial cooperation between the Health, the Women's, Children's and Youth Affairs and the education office	gov. T	3	1	31	10.1	39	12.7	102	33.2	132	43	307	100	1.92	1.9
	Pr. T	-	-	-	-	1	3.4	24	82.8	4	13.8	29	100	1.89	
5.3 Constructing an O-Class in each primary school (supported by community development and resources)	gov. T	26	8.5	99	32.2	14	4.6	97	31.6	71	23.1	307	100	2.71	2.69
	Pr. T	-	-	2	6.9	16	55.2	11	37.9	-	-	29	100	2.68	
5.4 Basic WASH facilities in pre-primary settings are provided	gov. T	5	1.6	38	12.4	37	12.1	121	39.4	103	33.6	307	100	2.58	3.08
	Pr. T	-	-	23	79.3	-	-	6	20.7	-	-	29	100	3.58	
5.5 The government allocate adequate budget for ECCE	gov. T	14	4.6	38	12.4	36	11.7	101	32.9	118	38.4	307	100	2.15	2.36
	Pr. T	-	-	11	37.9	-	-	13	44.8	5	17.2	29	100	2.58	
5.6 There is regular monitoring and supervision from responsible body	gov. T	30	9.8	69	22.5	19	6.2	119	38.8	70	22.8	307	100	2.59	2.67
	Pr. T	-	-	11	37.9	-	-	18	62.1	-	-	29	100	2.75	
5.7 There is operational plan in implementing ECCE work	gov. T	13	4.2	123	40.1	17	5.5	118	38.4	36	11.7	307	100	2.94	3.36
	Pr. T	-	-	26	89.7	-	-	3	10.3	-	-	29	100	3.79	
Total Av score mean	gov.T													2.43	2.58
	Pr.T													2.74	

With regard to Monitoring, supervision and supporting system of table 8 item 5.1 illustrate that 134(43.6%) of teachers in government preschool disagree and 89(29%) strongly disagree and 93.1% of teachers in private preschool disagree and 6.9% were strongly disagree that Steering committee are performed for different sectors. And also only 5.2% and 11.4% of government teachers were strongly agree and agree respectively. Finally 10.7% were undecided on the issue.

In cause of item 5.2; 33.2% and 43% of the respondents were disagree and strongly disagree respectively on ECCE services are provided through inter-sectorial cooperation in government school. And 82.8% of teachers in privet school were also disagree on the item.

In addition 31.6% disagree, 23.1% strongly disagree, 32.2% agree, 8.5% strongly agree and 4.6% were undecided to constructing O-Class in each primary school (supported by community development and resources) in government school. On other hand in privet school 55.2% were undecided and 37.9% were disagree constructing of O-Class in each primary school (supported by community development and resources). Item 5.4 shows 39.4% and 33.6% of teachers in government preschool were responds disagree and strongly dis agree respectively provision of Basic WASH facilities in pre-primary settings. On the contrary 79.3% of teachers in privet preschool agree and only 20.7% were disagree on the issue.

In addition 38.4% and 32.9% of teachers in government preschool and 17.2% and 44.8% of teachers in private preschool had strongly disagree and disagree that the government had allocate adequate budget for ECCE program. Similarly 38.8% of teachers in government school respondent's disagree and 22.8% were strongly disagree and 62.1 % of teachers in private preschool disagree that there were regular monitoring and supervision from responsible body.

Finally only 40.1% respondents were agree that there were operational plan in implementing ECCE work in government preschool. And 38.4% and 11.7% were dis agree and strongly disagree respectively. But 89.7% of teachers in private preschool were agree there were operational plan in implementing ECCE work in private preschool.

Except WASH facilities and operational plan in implementing ECCE work in private preschool, the mean score in other items were below standard in both sectors.

From this one can understand that;

1. Steering committee were not performed from different sectors and there were no inter-sectorial cooperation to serve ECCE program.
2. Lack of O-Class construction in government primary school. But no idea in privet school. In each primary school.
3. There were no WASH facilities in government preschool. But privet preschools have. And inadequate government budget allocation
4. Inadequate monitoring and supervision from responsible body. And lastly
5. To same extent there were operational plan in implementing ECCE work.

4.2.6 Analysis and presentation of teachers' questionnaire responses of challenges

There are a number of challenges that hinder the implementation of policy as intended during its formulation. The challenges were range from very high, high, moderate, less and very less effect on the implementation of the policy. In order to identify and judge the challenges Analysis and presentation of teachers' questionnaire responses were summarized below

Table 12: Challenges

Item	Respo ndent s	Very high		High		Modera		Less		Very less		Total		Mean score	
		F	%	F	%	F	%	F	%	F	%	F	%	Total	Av
6.1 The management of the preprimary under elementary school is not suitable for the work of teachers	gov. T	71	23.1	162	52.8	9	2.9	41	13.4	24	7.8	307	100	3.58	2.99
	Pr. T	-	-	6	20.7	-	-	23	79.3	-	-	29	100	2.41	
6.2 Training is not organized for teachers.	gov. T	87	28.3	153	49.8	9	2.9	38	12.4	20	6.5	307	100	3.83	3.09
	Pr. T	3	10.3	26	89.7	-	-	-	-	-	-	29	100	4.1	
6.3 There is shortage of budget to implement the program	gov. T	130	42.3	126	41	13	4.2	24	7.8	14	4.6	307	100	4.08	4.09
	Pr. T	3	10.3	26	89.7	-	-	-	-	-	-	29	100	4.1	
6.4 Four, five and six year old children are grouped together in a single classroom	gov. T	122	39.7	126	41	22	7.2	21	6.8	14	4.6	307	100	4.11	3.05
	Pr. T	-	-	-	-	-	-	29	100	-	-	29	100	2	
6.5 There is no adequate supporting from NGOs, community, and govern in teaching - learning process	gov. T	121	39.4	75	24.4	12	3.9	67	21.8	32	10.4	307	100	3.63	3.78
	Pr. T	-	-	28	96.6	-	-	1	3.4	-	-	29	100	3.93	
Total AV mean score	gov.T													3.84	3.57
	Pr.T													3.3	

In table 10 item 6.1 the respondents were asked if the management of the preprimary under elementary school is not suitable for the work of teacher's and majority of teachers in government preschool repelled 162(52.8%) the challenge were high, 71(23.1%) very high .but 79.3% of privet teachers were repelled that the management of ECCE under primary school was less challenge or effect. . this implies management of ECCE under elementary school in

government schools were highly challenging the implementation of the policy. but in private preschool it was less effect on the implementation.

Item 6.2 of the same table shows that majority of teachers in government school respond 153(49.8%) and 87(28.3%) respond Training is not organized for teachers, this was very high and highly challenge the implementation of the program respectively. And 2.9% moderate, 12.4% less and 6.5 very less challenge. Similarly 10.3 % and 89.7 % of teacher's in privet school replies absence of trained teachers have very high and high challenge respectively on the implementation of the program. This negatively affect the mental development of the children and not in line with stander set by MOE(2010) that state Teachers should hold a 10 months preschool teacher training course certificate from the Teacher Education Institute, or have attended a 2 months course to upgrade their skills and knowledge, especially in the field of “active learning of young children”.

Also item 6.3, of the same table indicate that 130(42.3%) and 126(41%) teachers in the government preschools and 3(10.3%) and 26(89.7%) teachers in private response shortage of budget very high and highly challenge the implement of the program respectively. Additionally item 6.4 show that 122(39.7%) and 126(41%) of teacher's in government preschool responded different age children are grouped together in single class room very high and high challenge the implementation respectively. But 29(100%) of teachers in privet school responded it has less challenge. From this finding it could possible to say inadequacy budge and grouping different age in single class made a bottle neck for implementation. And negative affect on teaching learning.

As observed from item 6.5 above 121(39.4%) and 75(24.4%) of teachers in government preschool replayed absence of adequate support from NGOs, community, and government were very high and high effect on the program implementation respectively. In addition 12(3.9%),67(21.8%)and 32(10.4%) of them respond that absence of adequate supporting from NGOs, community, and government have moderate, less and very less challenge respectively in implementing the policy. Teachers in private preschool respond that 28(96.6%) high and 1(3.4%) have less challenge on the some issue mentioned above. Then it is possible to say inadequate NGOs, community and government support is major challenge which hinders the effectiveness of preschool education. This was not harmony with object of MOE (2010) states promote and

strengthen required partnerships and collaboration among all stakeholders for the effective delivery of services and programs for young children.

The mean score on the table above (3.58) reveals that the management of the preprimary under elementary school is not suitable for the work of teachers in government preschool but in private preschool (2.41) was not a challenge. In the cause of whether organizing training for teachers or not; the mean score shows 3.83 for teachers in government preschool and 4.1 for teacher's in private preschool. Then trained teachers in preschool were below the standard set by MOE (2010) that state Teachers should hold a 10 months preschool teacher training course certificate from the Teacher Education Institute, or have attended a 2 months course to upgrade their skills and knowledge, especially in the field of "active learning of young children".

The mean score for item 6.4 was 4.11 and 2 for government and private preschool respectively. The finding show that grouping different age group in single class in government preschool was another challenge but there were no grouping together children with different age in private preschool. In the cause of whether adequate supporting from different bodies or not; in both government and private sampled preschool mean score 3.63 and 3.93. This indicates that inadequate support from different bodies highly challenge the implementation of the program or policy.

In general inadequate provision of training for teachers, shortage of budget and in adequate supporting from different bodies were the major challenges for both preschools. Whereas management of the preprimary under elementary school and different age group grouped in single class were problem for public school but not for private school.

4.2.7. Teachers' Responses to the open ended items

Two open ended questions were distributed to the sampled school teachers and were asked to evaluate the implementation of preschool in their area with comparing to standard set. Many respondents were explain that the policy was poorly or less implemented. It was far apart from standard set by MOE. Only one private preschool teacher say ours was much better even though there were challenges or problems.

Regarding the challenges preschools face in implementation of the ECCE teachers were asked to mention and some of them listed; there were lack of budget, lack of awareness from side of community, poverty hindering to support school. Additionally lack of teaching materials and infrastructure like water, location of school is not suitable for young children because of up and down land, river, forest and distance from the school were other challenges. Lack of trained teachers, it is not well organized, no co-operated among sectors and the government prepare policy and guide line without adjusting precondition for implementation were the main challenges. From the above response one can understand that the policy was at planning stage.

4.3 observation of physical environment, policy document, curriculum materials and facilities, Classroom and school compound environment, basic Outdoor play equipment and learning Materials and Equipment

To identify Availability and adequacy of physical environment, policy document, curriculum materials and facilities, Classroom and school compound environment, basic Outdoor play equipment and learning Materials and Equipment observation were made. Accordingly, the availability/convenience rated as **yes** or **No** and status as **adequate** and **in adequate**. finally, letters A,B,C,D,E,F,G,H,I,J and K represent preschools.

Table 13: Availability and status of physical Environment

Item	Availability		Status	Government preschool							Private preschool				Total
				A	B	C	D	E	F	G	H	I	J	K	
1.1 The preschool is physically safe and free from garbage	Yes	√	Adequate	√	√	√	√	√	√		√	√		√	9
			Inadequate							√			√		2
	No														
1.2 Adequate latrine service is available.	Yes	√	Adequate	√		√		√			√	√			5
			Inadequate		√		√		√	√			√	√	6
	No														
1.3 Adequate water supply is available.	Yes	√	Adequate		√		√		√			√			4
			Inadequate	√		√		√		√	√		√	√	7
	No														
1.4 The space in the class room is adequate for free movement as standard set by MOE	Yes	√	Adequate	√	√		√		√	√	√	√			7
			Inadequate			√		√					√	√	4
	No														
1.5 size of the school compound is adequate as standard set by MOE	Yes	√	Adequate	√	√	√		√	√		√	√			7
			Inadequate				√			√			√	√	4
	No														
1.6 The class room is cemented and clear	Yes	√	Adequate		√	√		√			√	√	√		6
			Inadequate	√			√		√	√				√	5
	No														
1.7 The class room has enough light and free air	Yes	√	Adequate	√	√			√	√		√	√			6
			Inadequate			√	√			√			√	√	5
	No														
1.8 The preschool has first aid room	Yes	√	Adequate									√			1
			Inadequate		√		√		√						3
	No													7	

As the table above illustrated that out of 11(eleven) observed preschools; 9(nine) of them were physically save and free from garbage. But two of them were at in suitable condition. One government preschool was located near the main road where so many cars goes here and there and made a lot of disturbance. And one private preschool was located in the church where so

many pupils came to church and made the kids loss attention. Strategic operational plan and guide line for ECCE in Ethiopia (2010) state that: physical environment in the kindergartens will be safe and secure as well as receptive and child-friendly.

Another researcher's issue of observation was to check whether adequacy available latrine service and water supply available or not; the result of researcher observation reveal that five (3 government and 2 private) preschools have adequate latrine service and the rest 6(four government and two private) preschool inadequate latrine service. Concerning the water supply the observation result shows that 4(3of government and 1of private) preschools have adequate water supply and 7(4 government and 3 private) preschools have inadequate water supply.

With regards to sanitation, preprimary education guideline developed by MOE(2010) recommends each preschool to have clean Water both for drinking and hand washing, dining room, separate toilet for both male and female and its adequacy(one hole for20 children on average). But the availability was inadequate which negatively affect the children learning.

Item 1.4 and 1.5 above show that among observed preschool 7(5 government and 2private) preschools have adequate space in the class room and school compound. But 4(2 government and 2 private) preschool inadequate space in the class and school compound. The finding is not in line with Ethiopian Early Childhood Care and Education Strategic Operational plan and guideline for Early Child care and Education for any child in a given preschool to have 1.55 square meters in the class room and all preschool compound should have minimum of 500- 3,000 meter square (MOE, 2010).

Regarding whether the class room cemented and clean or not; out of 11 observed preschool 6 (3 government and 3private) preschools were adequately cemented and clean. But 5(4 government and 1private) preschool were inadequately cemented and clean. From these point of view it can be concluded that most government preschools were inadequately cemented and clean and 75%of private preschools were adequately cemented and clean. The finding show that government preschools were in appropriate for child learning which not in line with standard set by MOE (2010) which state Cleanliness, good physical condition of the building and hygiene should be a priority. The location should be free from pollution and away from garbage sites.

In order to assess the availability and adequacy enough light and free air in the class room observation result indicate that 6(4 of government and 2 of private) preschools were adequately available and 5(3of government and 2of private) preschools were inadequately available. Therefore, from the researcher’s preschools observation, it can be concluded that half (50%) of preschool have inadequate light and free air in the class room. This in turn affects the proper implementation of ECCE policy in the studied preschools. On the other hand, in the majority of preschools (7) out of 11 preschools have no first aid room. Three of them were inadequate and only one has adequate and appropriate first aid room. The finding was not in line with the standard set by MOE (2010) which stated that the preschools have First aid kits that teachers are able to use need to be available.

Table 14: Availability and status of policy document, curriculum materials and facilities

Item	Availability		Status	Government preschool							Private preschool				Total
				A	B	C	D	E	F	G	H	I	J	K	
1.1.Early childhood care and education policy document	Yes		Adequate												
			Inadequate												
	No	√													11
1.2 a Syllabus	Yes		Adequate												
			Inadequate												
	No	√													11
1.3 Teacher guide	Yes	√	Adequate		√		√		√		√	√			5
			Inadequate	√		√		√		√			√	√	
	No														

The first and second item in the above table 12 shows all preschools have no early childhood care and education policy document and Syllabus. Early child care and education policy document attempts to develop guidelines for early childhood care and education (ECCE) for Ethiopia. The guidelines are meant to operationalize the National ECCE Policy Framework and the Children Act (2001) cited in Guidelines for Early Childhood Care and Education in Ethiopia (2010). The aim is to provide guidance to all stakeholders for the implementation of ECCE services. Additionally it was stated in strategic operational plan and guidelines for early

childhood and education in Ethiopia (2010) **Strategic Objective 1: ACTIVIT 1.** Say Dissemination of the ECCE policy documents to each regions. On the contrary there was no early childhood care and education policy document in observed preschool. Which is difficult to exercise the policy. It was also true for syllabus.

Regarding to teacher guide, out of 11 observed preschool 5 were adequate and 6 were inadequate. Even though it was available, more than 50% were inadequate which need intervention.

Table 15: Availability and status of School compound & class room environment

Item	Availability		Status	government preschool							Private preschool				Total
				A	B	C	D	E	F	G	H	I	J	K	
2.1 The site is the appropriate place for children	Yes	√	Adequate	√	√	√	√	√			√	√			7
			Inadequate						√	√			√	√	4
	No														
2.2 The school compound has enough space/ field to play	Yes	√	Adequate	√	√	√	√	√	√	√	√	√			9
			Inadequate										√	√	2
	No														
2.3 Latrine/toilet(separate for girls)	Yes	√	Adequate		√		√		√			√			4
			Inadequate	√		√		√		√	√		√	√	7
	No														
2.4 Space in the class	Yes	√	Adequate	√	√		√		√	√	√	√			7
			Inadequate			√		√					√	√	4
	No														
2.5 The room ventilation	Yes	√	Adequate	√	√	√		√	√		√	√			7
			Inadequate				√			√			√	√	4
	No														
2.6 Water supply	Yes	√	Adequate			√		√			√	√	√		5
			Inadequate	√	√		√		√	√				√	6
	No														
2.7 Feeding room	Yes		Adequate								√	√			2
			Inadequate										√	√	2
	No														
2.8 Class room equipped with teaching aids	Yes		Adequate								√	√			2
			Inadequate												
	No														

The first item in table 13 show that majority or out of 11 (7) of preschool site was at appropriate place for children. And 4 of them were lacks. Majority of them were in line with standard set by

MOE (2010) that state the environment should be attractive, pleasant and physically safe place for children.

With regard to the school compound has enough space/ field to play out of 11 observed preschool all government preschools and 2 of private had enough space to play. But 2 of private had not enough space to play. This indicates all observed government preschools and two private preschools school compound fit the standard set.

Item 2.3 in table 13 show that inadequate use of latrine was observed. That was contrary to Basic sanitation facilities need to be available, including one latrine and water for hand washing (MOE, 2010). In the cause of space in the class and room ventilation majorities of preschool were at standard of adequate manner to standard set by MOE.

Item 2.6 in table 13 display that most of government preschool had no adequate water supply that means from 7 observed government school only two of them have adequate water supply. When we came to private preschool among 4 observed preschool 3 of them have adequate water supply. Generally government preschool have inadequate water supply which is not in line with minimum standard Basic sanitation, clean and safe drinking water and hand washing facilities are available(MOE, 2010).

Regarding the Feeding room from observed, none of government preschool have feeding room. But private preschool have two adequate two inadequate feeding room. But MOE documents says preschool feeding should be done in a hygienic and clean environment which was opposite to what actually exist in the implementation.

Item 2.8 illustrate that only two private preschool have equipped class room with teaching aids and others were not equipped with teaching aids. Us we know teaching aids help abstract thing to be concrete. From these point of view; because of inadequate teaching aids quality of education was under question.

Table 16: Basic outdoor play equipment

Item	Availability		Status	government preschool							Private preschool				Total
				A	B	C	D	E	F	G	H	I	J	K	
3.1 Balance	Yes	√	Adequate								√	√			2
			Inadequate										√	√	2
	No														7
3.2 Merry go round	Yes	√	Adequate								√	√			2
			Inadequate										√		1
	No														8
3.3 Locally made outdoor games	Yes	√	Adequate									√			1
			Inadequate										√		1
	No														9
3.4 Ladder	Yes	√	Adequate												
			Inadequate										√	√	2
	No														9
3.5 Slide	Yes	√	Adequate												
			Inadequate										√	√	2
	No														9

As table 14 above show that none of government preschool have basic outdoor play equipment. Which was negative impact on physical and mental development of the children. But Private preschool have inadequate basic outdoor play equipment. These was much below the national standard: inadequacy of out-door playing materials, This would hinders children’s possibilities for play, to exercise and develop physical skills, to build self-confidence, and to develop all round personally to children , which are the main goals of preprimary school education. This finding is in harmony with the finding of Yigzaw, Abdirahman (2017) and Tolosa Bahiru (2019)

Table 17: Learning materials

Item	Availability		Status	Government preschool							Private preschool				Total
				A	B	C	D	E	F	G	H	I	J	K	
4.1 Exploratory materials (puzzles, matching games, playing cards, etc.) various books	Yes	√	Adequate								√	√			2
			Inadequate										√	√	
	No														7
4.2 Document showing the establishment of ECCE/ committee/unit etc.	Yes		Adequate												
			Inadequate												
	No	√													11

From the table item 4.1 it can be illustrated none of observed government preschool have exploratory materials. But all of private preschool have exploratory materials. Two of them were adequate and two of them were inadequate. In the cause of committee establishment of ECCE there were not committee established for these purpose. These show there was no responsible body which support and guide the implementation of the policy.

Similarly documents like checklist, Zone EMIS abstract, student enrollment, student mark list, attendance and teachers profile and lesson plan analysis were conducted to assess the policy implementation. Evidence from the document analysis of sampled indicate that attendance especially in government preschool age different children were grouped in single class. But it has improvement in private preschool. Other document analyzed was checklist prepared for monitoring and evaluation. Both Zone and Woreda education experts prepare monitoring and evaluation checklist including preschools in government school mostly focus on the enrollment. Additionally Zone EMIS abstract (2012) was analyzed and the evidence show that 0- class participation was only 42.8% which was below 50. Government preschool teacher did not have lesson plan but private preschool teachers have lesson plan. Other critical issue observed during document analyses the researcher see that teachers having 17 years work experience in private preschool work with monthly salary 4085 Ethiopia birr which was not fair. And hirer teachers those who were retire and most teachers were not qualified in preschool teaching profession. Which have negative impact on child learning and mental development.

4.4 Interview response of School Principals, Vice/Principal and Supervisor

The interview guide lines were eleven semi structured items designed for School Principals, Vice/Principal and Supervisor. And (100%) of them reacted to the item” are you aware of ECCE policy? as follows.

Even if schools were a grassroots level where policy was implemented the key person which were responsible to implement the policy they were not aware. The interviewees reported the implementation of the program with regard to target group; they replied that:

Different age group grouped in single class without separation in government school. But in the cause of privet preschools children were grouped according to their age.

Principals, vice principals and supervisors were asked how they evaluate the status of the physical environment of their school. Regarding site, adequacy of basic facility (latrine, water) and space.

Majority of them said that: the status was very poor, most government preschool and some private preschools have adequate site, free from garbage that was appropriate for teaching learning. But in the cause of facilities like latrine and water supply were inadequate, which have negative impact on children learning and school socialization.

Interview also conduct with principals, vice principals and supervisors, how do you evaluate the status of learning materials, equipment of class rooms with teaching aid and outdoor play equipment?

They replied that the status were very poor, it was possible to say all most Null. Except text book, there were no age appropriate tables, chairs, teaching aids and outdoor playing equipment especially in government preschool. Outdoor playing equipment have an improvement in private preschool when compared with public preschool.

Other issue was teachers train in preschool teaching profession, and they said that:

Absence of trained teachers in preschool teaching profession and care giver especially in government preschool make difficult to implement ECCE policy. Every activities were

performed by teachers without having profession. But private preschools have care giver even though they were not professional.

Concerning parent – communities’ involvement one of East wollega schools supervisor replied

“Parent and teacher sharing information in private preschool were good as compared with government preschool, even though it was not regular. In government preschool there is no meeting or sharing information for 0-class only. In government preschool the 0-class children come to school with their elders. These make difficult to share information. Parent teacher association meeting was not conduct at regular time interval. Finally community does not work closely with school. All these make us difficult to solve the problem and improve the preschool”

In implementation of any policy set; community involvement play vital role. National Policy Framework For Early Childhood Care And Education (Ecce) In Ethiopia (2010) state that Community-based approach, cost-effectiveness, and feasible road map, with concrete action programs that ensure that every child has, in the near future, access to early childhood care and education development before he or she joins formal schooling. Which was contrary to the exciting condition on the ground.

Additional Interview was also conduct with principals, vice principals and supervisors, asked question whether woreda Education office and other give regular support? Most of them were replied that: woreda education office were come to school for supervising teaching learning process not specifically for ECCE program. Most of the time they tell us as remembrance at the end. In the cause of private preschool woreda Education office were come for inspection. Other sector Heath office come to school for vaccination only. Because they got children at school. From the above point of view it could be concluded there were lack of support from responsible body to implement ECCE policy as intended.

Another interview guide were conduct with principals, vice principals and supervisors, asked challenges encountered facility? One school principal mentioned that:

“Without adjusting pre condition including 0- class under elementary school was the main problem in government school, because there is no appropriate table, chair, class and the same compound with edged student. These make young children to frustrate and sometimes Couse damage when running here and there, no age separation. Budget was other problem, no support

from NGO, community, parents and government to care out 0-class. Plus teachers were not professional trained, no short training on the issue, no collaboration and co-operation among sectors, hard ship living condition in rural area and boosting of the government on policy preparation only without giving attention to its implementation”.

Finally; most principals, vice principals and supervisors explained the major achievements of preschool education program was:

socialization of children to school environment , develop self confidence among children, having interest to go to school, academic improvement in reading, writing and numeric at the end improve education wastage at grade one by reducing repetition and dropout. Were among the major achievements.

4.5. Interview Response of Educational officers

The interview guide lines were nine semi structured items designed for educational officers. And (100%) of them reacted to the item are you aware of ECCE policy: as follows.

They have awareness about policy of ECCE and they have taken some training. But the problem was the training was not go down to woreda and school level.

Furthermore the interviewed education officer (SIP) head ask question is there a task force /technical committee working regularly on assessing the implementation of ECCE and facilitating the work of the steering committee? If not what are the possible reasons? They said:

No, there were no committee formed. Reason no attention was given to ECCE starting from minister to Keble level. Other Interview was also conducted with education officer about the coordination. They said: there was no coordination among the sectors. It was left to education sector only and made the implementation more and more difficult. The next interview guides were goes to the way of coordination and support the program? Almost all interviewer replies that: we coordinate the program by preparing checklist which guides the work, monthly report and including 0-class in teacher`s work evaluation.

The researcher also conduct interview with education officer whether ECCE have focal person to coordinate the program and they said: yes it was included as job description under SIP department, but the implementation was its awn problem.

At the same time interview was conducted with education officer asked mention the leading and support of parent, community and NGO of ECCE program? And Zone expert replied that:

“There were no NGO support to the ECCE program but in one woreda plan international (NGO) support the program. And parent and community does not support the program. At rural area parent and community were facing different hard ship leaving condition, they can't support ECCE program. Even they don't went 0-class education. But in tow there was improvement in supporting the program”.

Final interview conducted with education officers what major activities are planned and implemented in your office to enhance the access and quality of preprimary education; they suggests that: first we identify the number of 4-6 age children in each Keble and woreda, prepare chick list to organize and plan for mobilize society on the importance of preschool education, distribution of text book and finally including preschool education in teachers work evaluation, supporting the implementation and identifying and collecting professional training need assessment .

The major challenges encountered in coordinating the program, 85.37% of them said that:

Beside preparing policy document attention were not given to the implementation at all level, no policy document and guide line at woreda and school level, no professionally trained teacher, inadequate budge, in appropriate school environment and facilities, inadequate learning materials, poverty and hard ship leaving condition in rural area, lack of coordination among sectors, absence of a task force /technical committee working regularly on assessing the implementation of ECCE and facilitating the work of the steering committee, absence/little community participation, lack of NGO and communities support, lack of monitoring and evaluation, absence of care giver /assistance teachers in government preschool, no separate school compound and leading preschool under elementary school in government school, distance of school/center from children home , absence of incentive or rewards were the main challenge.

CHAPTER FIVE

5. SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

This chapter deals with the summary of the major findings, conclusion drawn from the findings and recommendation that are assumed to improve the implementation of early child care and Education in East Wollega, Oromia Regional State.

5.1 Summary of major findings

Based on the analysis interpretation of the data the following major findings were

1. To what extent has ECCE Policy been implemented in the schools/ECCE centers?

To implement any policy, physical environment play vital role. Regarding the degree to which ECCE policy has been implemented in the school/ ECCE center respondents replied

- The finding show that Physical environment hinder implementing ECCE policy. Inadequate latrine and water supply in both preschool, inadequate school compound in private preschool, absence of first aid room in both government and private preschool and absence of feeding and rest room in government preschool were made the status below the standard. Observation result also show that 54.5% of observed preschool have no adequate latrine service, 63.7% of them inadequate water supply and 63.7% of preschool have no fist aid room, 27.2% inadequately available and only 0.9% have adequate first aid room. In addition interview conduct with principals/ vice principals and supervisors; the result show that majorities of them replied inadequacy of basic facility (latrine, water) and space. This indicate below the standard. Finally private preschool has an improvement in physical environment when compared to government preschool to implement the policy.
- Learning materials were other necessary item in implementing policy set. Concerning learning materials the subjects replied that; 65.5% sampled private preschool were developmental play equipment, text book and teaching learning materials were adequate. While in government preschool majority (70% and above) learning materials were inadequate at all. In private preschool learning materials like puzzles, riddles, guessing

games, stories and appropriate tables and chairs were inadequate. More than half (61.3%) Class rooms were not equipped with learning materials and visuals rich in color. But most teacher guide were available in all subject. From this point of view inadequate availability of learning materials made the implementation of the policy very low.

- Human resources were crucial issue to implement policy. Regarding this; respondents identified that (67.4%) of teachers in both government and private preschools and (100%) of leaders were not trained in preschool teaching and leading profession, no assistance teachers, and teacher's child ratio not appropriate in government preschool. On the contrary teacher's child ratio appropriate in private preschool and have care giver even, but none of them were not certified.
- Another necessary thing to implement policy was participation of the society. In the analysis the participation of parent and community in the implementation of ECCE in this study respondents realized; in most (64.2%) government preschool teachers and parents not share information regularly on child progress and parent teachers' association meeting and support. But (93.1%) private preschool did. Plus government preschool slightly (51.1%) work with community but private preschool (93.1%) work with community.
- Monitoring, supervision and supporting system has a key role in guiding and correcting in implementing the policy. Concerning these respondents were verified that; 72.26% of teachers in government preschool and 93.1% of teachers in private preschool replied that there was no, steering committee were formed. And 76.2% of government and 96.6% of private preschools were say no, inter sectorial cooperation, inadequate community support. In addition 73.3% of government and 62% of private preschool respond lack of government budget allocation and lack of regular monitoring and supervision from responsible bodies. The private preschool have an improvement or better status on having operational plan in implementing ECCE work. Finally it was possible to say the implementation of ECCE policy at school /ECCE center was low or not at satisfactory level. When we compare government and private preschool; private preschool has an improvement in implementing the ECCE policy as standard set than government preschool.

2. Is the state of ECCE (0-class) aligning with reference to standards set in the policy?

From analyzed data the finding show that in most causes the state of 0-class not in line with reference to standards set in the policy. The state were poor(low) it was fit to the standard set in few and manner things like;

- Preschool is physically safe and free from garbage.
- The space in the class room is adequate for free movement.
- The class room has enough light and free air in common. Specifically private preschool have assistance teachers, appropriate teachers- child ratio, class room is cemented and clear, and have child rest room and feeding room. And government preschool have adequate school compound.

3 To what extent key stakeholders (offices, parents, local community, administrators and politician) support the implementation of ECCE Policy in the school?

The result of the findings from different respondents (teacher's questioner, interview, observation and document analysis) indicates the degree of stake holder support the implementation of ECCE policy was low. Except education sector. Other sector does not take in to consideration.

4. What are the major challenges encountering the implement of ECCE policy?

Implementation is the most important phase of policy making process because if policies are not implemented, the document were left on shelf. Therefore active participation of administrators, politicians, offices, parents, local community was vital in implementation of the policy. Regarding the challenges on the implementation most were replied;

- ◆ Besides preparing policy document attention were not given to implementation of the policy at all level.
- ◆ No/lack of trained teachers to implement the program as intended.
- ◆ Lack of awareness from side of community and boosting of the government on policy formulation without adjusting precondition for implementation.
- ◆ Poor school environment and learning materials especially in government preschool.

- ◆ Lack of budget allocation from government body.
- ◆ In relevance of the policy to rural areas because of distance of the school from children house, up and down land forms, lack of infrastructures like road, transport, water and poverty.
- ◆ Lack of regular monitoring and supervision from responsible bodies.
- ◆ Inadequacy of basic facility (latrine, water) and space.
- ◆ Absence of a task force /technical committee working regularly on assessing the implementation of ECCE and facilitating the work of the steering committee.
- ◆ Lack of appropriate table, chair, class and no separate school compound for children or the same compound with edged student.
- ◆ Lack of ECCE policy awareness at lower level specially at school
- ◆ Un equipped class room with teaching materials which is not suitable for children learning
- ◆ Absence of first aid room in both government and private preschool and absence feeding and rest room in government preschool.
- ◆ Inadequate Learning materials (puzzles, riddle and Guessing games, stories and fairy tales, etc.) and
- ◆ Lack of NGO support to implement the program

To prioritize effects of challenge: lack of trained teachers, Absence of a task force /technical committee working regularly on assessing the implementation of ECCE and facilitating the work of the steering committee, Lack of regular monitoring and supervision from responsible bodies, Un equipped class room with teaching materials; which is not suitable for children learning, Lack of ECCE policy awareness at lower level special at school, Lack of NGO support to implement the program and Lack of budget allocation from government were highly challenge the implementation of the ECCE policy. But Inadequate Learning materials (puzzles, riddle and Guessing games, stories and fairy tales, etc.), Absence of first aid room in both government and private preschool, absence of feeding and rest room in government preschool and Poor school environment specially in government preschool were least challenge on the implementation of the policy.

5.2 Conclusion

The result of the finding showed that there are many problems with regards to the implementation of ECCE policy according to standard set by MOE (2010).

Preprimary policy implementation in the studied area both in private and government preschools had need intervention. Analyzed data indicate that; inadequate latrine and water supply in both preschool, inadequate school compound in private preschool and absence feeding, and rest room in government preschool. This hinders the implementation of the policy set.

Although, learning materials in government preschool were inadequate at all. In private preschool learning materials like puzzles, riddles, guessing games, stories and appropriate tables and chairs were inadequate. Class rooms were not equipped with learning materials and visuals rich in color. Additionally most of teachers are not professional. Participation of parents and communities were low in government preschool. But it has an improvement in private preschool.

Finally there were no, regular monitoring and supervision from responsible bodies, lack of awareness from side of community and attention were not given to implementation of the policy at all level and Absence of a task force /technical committee working regularly on assessing the implementation of ECCE and facilitating the work of the steering committee. All these factors leveled the state of the implementation of the policy below the standard set.

5.3. Recommendations

Based on the findings and conclusions drawn, the following recommendations are forwarded in order to improve the implementation.

- i. In implementing ECCE policy physical environment (latrine, water, feeding and rest room and school compound) and others are recognized by MOE and Oromia education bureau play a vital role in implementing ECCE policy in effective way. Its availability and adequacy have effect on children learning. Because of this; East wollega education Office with collaboration of werada, other sectors and community should Fulfulde and made child friendly environment as much as possible.

ii. Learning materials were other necessary item in implementing policy set. While the policy states: variety of stimulating play and learning materials that promote not only simple but also higher thought processes (puzzles, riddle and guessing games, stories and fairy tales, etc.) should be available. In addition, to enhance creativity, there should be a variety of visuals rich in color, texture and shape on the walls. But what actually exist was, in government preschool majority (70% and above) learning materials were inadequate at all. In private preschool learning materials like puzzles, riddles, guessing games, stories and appropriate tables and chairs were inadequate. More than half (61.3%) Class rooms were not equipped with learning materials and visuals rich in color in both preschools. Therefore each woreda should collaborate with principals and supervisors create awareness to school community to mobilize resource. East Wollega Education office with collaboration of supervisor and school directors should prepare project proposal and summit to Wollega University and there like to support material. Finally administrates should assign budget for government preschools to full fill the gap.

iii. Another crucial issue was Human resources to implement policy. As a result the policy guide line of preschool (2010) give accredit to teachers profession, that the minimum requirement for preschool teacher was should hold a 10 months preschool teacher training course.(MOE 2010) and Oromia Education Bureau preschool teachers should diploma holder. But the result of the finding show on the contrary to this idea. Both government and private preschool teachers (67.4%) and leaders (100%) were not trained in preschool teaching and leading profession, no assistance teachers, and teacher's child ratio not appropriate in government preschool. In cause intervention needed: Oromia Education with collaboration of Teachers Training College should train teachers and leaders those teaching and lead at preprimary level in both preschool. Zone and Woreda Education Office with collaboration Nekemte Teachers Training should prepare in serves training for teachers. Lastly Woreda education office with collaboration woreda administrates should assign assistance teachers.

iv. Another necessary thing to implement policy was participation of the society. Sound participation of community has positive effect on policy implementation. With this regard the finding result show that in most (64.2%) of government preschool teachers and

parents not share information regularly on child progress and no parent teachers' association meeting and support. And slightly (51.1%) work with community. Therefore Woreda Education office, woreda Health office and Woreda Woman association with collaboration of schools should create awareness the importance of ECCE for the community at all. Inform parent is responsible his children education and to is legal right to the student

- v. Finally Monitoring, supervision and supporting system has a key role in guiding and correcting in implementing the policy has seen as corner stone. But the findings in sampled preschool indicate a great gap between expected and actual performance. The result verified that; 72.26% of government preschool and 93.1% of private preschool there is no, steering committee were formed. And 76.2% of public and 96.6% of private preschools were say no, inter sectorial cooperation, inadequate community support, 73.3% of government and 62% of private preschool respond lack of government budget allocation and lack of regular monitoring and supervision from responsible bodies. to alleviate this problem MOE with other Ministers reform steering committee concisely, starting from minister to Keble level reform strong inter sectorial cooperation, enhance community participation by awareness creation, improve budget allocation at woreda level to education office as rule set by government, perform regular monitoring and supervision at all level at any time, and lastly introduce mechanisms' of rewording and punishment, offices, parents, local community, administrators and politician should prepare operational plan based their context in implementing the program and strength faith-based organizations for active participation of Community in preschools improvement.

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Appendix I

Addis Ababa University

College of Education and Behavioral Studies

Department of Educational Planning and Management (EdPM)

A questionnaire to be filled out by teachers/Care Takers.

Dear! Respondent,

The purpose of this questionnaire is to collect data that will help to assess the implementation of ECCE policy and challenges of policy set to ECCE (preschool) in your kindergarten or school. The questionnaire is designed to collect data for master's thesis with the title the implementation of Early Childhood care and Education (ECCE) policy in East Wollega Zone, Oromia Regional State.

So, you are kindly requested to give genuine and appropriate response.

The researcher would like to assure you that the information you give will be kept confidential and used only for academic purpose. The researcher is interested to thank you in advance for your cooperation and kindness.

General Direction:

You are not required to write your name

Instruction one: It is about general background information of participants. Please fill the name of kindergarten, school and woreda on the space provided. Then for the rest general background questions, please respond by putting "X" mark in the blank space.

1. Name of your woreda: _____

2. Name of the kindergarten or school _____

3. Sex: Male [] Female []

4. Age: a. 18-23 years [] b. 24-27 years [] c. 28-32 years [] d. 33 and above []

5. Academic qualification: a. Certificate [], b. Diploma [], c. first Degree and above []

6. Work Experience: a. below 2 years [] b. 2-4 Years [] c. 5-7 Years []

d. 8 years and above []

Instruction two: - Below are a series of statements which represent implementation and challenge of policy set for early child care and education program in the kindergarten or school. Read carefully and indicate your opinion about the implementation and challenges in your kindergartener school by putting a “X” mark in one of the alternatives, strongly agree very (=5), agree (=4), undecided (=3), disagree (=2), strongly dis agree (=1).

No	I. Implementation	Rating				
		5	4	3	2	1
1	Physical Environment					
1.1	The preschool is physically safe and free from garbage					
1.2	Adequate latrine service is available.					
1.3	Adequate water supply is available.					
1.4	The space in the class room is adequate for free movement(as standard set by MOE)					
1.5	size of the school compound is adequate(as standard set by MOE)					
1.6	The class room is cemented and clear					
1.7	The class room has enough light and free air					
1.8	The preschool has child rest room					
1.9	The preschool has child feeding room					
1.10	The preschool has first aid room					
2	Learning materials					
2.1	Adequate learning materials (puzzles, riddle and Guessing games, stories and fairy tales, etc.) are available					
2.2	The class rooms and their walls are equipped with					

	learning materials and visuals rich in color					
2.3	Developmentally appropriate play equipment's (balance, swinging, slid, ladder etc.) are adequately available					
2.4	Tex book are available in all subject					
2.5	Teacher guidebook is available in all subject					
3	Human resource					
3.1	Teachers are trained in the preschool teaching Profession					
3.2	There are assistant teacher's/care givers					
3.3	ECCE caregivers have certified					
3.4	The ratio teachers and children is appropriate					
3.5	The preschool has trained in preschool leading					
4	Participation of Parents and communities					
4.1	Parents and teacher share information regularly on the child's progress.					
4.2	There is a regular parent teacher association meetings and support in the pre-school.					
4.3	The preschool works with the community.					
5	Monitoring , supervision and supporting system					
5.1	Steering committee are performed for different sectors					
5.2	ECCE services are provided through inter-sectorial cooperation between the Health, the Women's, Children's and Youth Affairs and the education office					
5.3	Constructing an O-Class in each primary school (supported by community development and resources)					
5.4	Basic WASH facilities in pre-primary settings are provided					
5.5	The government allocate adequate budget for ECCE					
5.6	There is regular monitoring and supervision from responsible body					
5.7	There is operational plan in implementing ECCE work					

6	II. Challenges					
6.1	The management of the preprimary under elementary school is not suitable for the work of teachers					
6.2	Training is not organized for teachers.					
6.3	There is shortage of budget to implement the program					
6.4	Four, five and six year old children are grouped together in a single classroom					
6.5	There is no adequate supporting from NGOs, community, and government in teaching -learning process					

Instruction three: - Below are two open ended questions. Give your answer on the blank space.

1. How do you evaluate the implementation of preschool program in your area with compering to the standard set

2. what do you think of other major challenges of pre-school education program

Thank you

Appendix II

Addis Ababa University

College of Education and Behavioral Studies

Department of Educational Planning and Management (EDPM)

Interview Guide to School PRINCIPALS, Vice/Principal and Supervisor

The purpose of this interview is to assess the implementation of ECCE (preschool education program) policy at school or center level. The interview is designed to collect data for master's thesis with the title "the implementation and challenges of policy for ECCE in east wollega oromia regional state." So, you are kindly requested to give genuine and appropriate response.

The researcher would like to assure you that the information you give will be kept confidential and used only for academic purpose. The researcher is interested to thank you in advance for your cooperation and kindness.

General Background Information:

1. Name of the KG /school: _____
2. Status/position: _____
3. Sex: _____
4. Age: _____
5. Academic qualification: _____
6. Work Experience: _____

Below are Series of interview questions organized for principals, vice/principal and supervisor

1. Are you aware about ECCE Policy?
2. How do you evaluate the implementation of the program with regard to target groups?

Such as: age of children?

3. How do you evaluate the status of the Physical environment of your school? Regarding site, adequacy of basic facility (latrine, water) and space
4. How do you evaluate the status of learning materials, equipment of classrooms with teaching aid and outdoor play equipment?
5. Is teacher guidebook readily available to teachers?
6. Are teachers trained in the preschool teaching profession?
7. Is are assistant teacher /care givers in the classroom?
8. How do you mention Parents –Communities involvement?
 - Do Parents and teacher share information regularly on the child’s progress?
 - is there a regular parent teacher association meeting in the pre-school?
 - does the preschool work closely with the community?
9. Does the woreda education office and others give regular support?
10. How do you explain challenges encountered regarding facility?
 - is it a challenge to work under elementary school?
 - does your center face series budget problem?
 - Is Short training is an issue in your school?
 - Do you think that your school does not get adequate NGOs supporting for the teaching - learning process of the center?
11. What do you think of the major achievements of pre-school education program?

Thank you

Appendix III

Addis Ababa University

College of Education and Behavioral Studies

Department of Educational Planning and Management (EdPM)

Interview Guide to Education Officials (SIP Head)

The purpose of this interview is to collect data that will help to assess the practices and challenges of ECCE (preschool education program) at education office level. The interview is designed to collect data for master's thesis with the title "the implementation of ECCE policy in east wollega zone, oromia regional state." So, you are kindly requested to give genuine and appropriate explanation. The researcher would like to assure you that the information you give will be kept confidential and used only for academic purpose. The researcher is interested to thank you in advance for your cooperation and kindness.

General Background Information:

1. Name of woreda/Zone: -----

2. Status/position: -----

3. Sex: -----

4. Age: -----

5. Academic qualification: -----

6. Work Experience: -----

1. Are you aware of ECCE policy?

2. Is there a task force /technical committee working regularly on assessing the implementation of ECCE and facilitating the work of the steering committee? If not what are the possible reasons?

3. How do you coordinate and support the ECCE program?

4. Do you have ECCE focal person in your offices as coordinator of the program?
5. How do you explain the coordination among the three sector (education, health and women affair)?
6. How does NGO supporting the program.
7. Do you think that parents and communities are supporting and leading the work of ECCE?
8. What major activities are planned and implemented in your office to enhance the access and quality of preprimary education program? (Educational input, /training, Monitoring and evaluation)
9. What are the Major challenges encountered in coordinating the program?

Thank you

Appendix IV

OBSERVATION CHECKLIST

1	Policy document, curriculum materials, & Facilities	Availability/clearness/convenience		Status	
		Yes	No	Adequate	Inadequate
1.1	Early childhood care and education policy document				
1.2	a Syllabus				
1.3	teacher guide				
2	School compound & class room Environment				
2.1	The site is the appropriate place for Children				
2.2	The school compound has enough Space/field to play				
2.3	Latrine/toilets (separate for girls)				
2.4	space in the class				
2.5	The room ventilation				
2.6	water supply				
2.7	feeding room				
2.8	class room equipped with teaching aids				
3	Basic outdoor play equipment				
3.1	Balance				
3.2	Merry go round				
3.3	Locally made out door games				
3.4	Ladder				
3.5	Slide				
4	Learning materials				
4.1	Exploratory materials(puzzles, matching games, playing cards, etc.) ,Various books				
4.2	document showing the establishment of ECCE/committee/unit etc.				

Appendix VI

Indoor and Outdoor Learning Materials of Private School



During interview with educational officers



Dabalee V

Yunivarsiitii Finfinnee

Sagantaa Barnoota Digirii Lammaffaa

Muummee Karooraa fi Bulchiinsa Barnoota

Gaafannoo barsiisotaan guutamu

Kaayyoon gaaffannoo kanaa odeeffannoo akkataa hojiirra oolmaa poolisii barnoota idileen duraa fi rakkoo isaa akka mana barumsaa/ buufata keessanitti eyyafachuun qorannoo fi qo`annoo geggeesuf dha. Kanaaf odeeffannoo sirrii ta`e akka deebistan kabajaan isin gaaffachaa, bu`aan odeeffanichatti kan hin gaafatamneef barnoota qofaaf jechaa tumsa keessaniif dursinee isin galateeffana

Kallatii waliigalaa

Maqaa keessan barresuun hin barbaachisu

Qajeeltoo jalqabaa; - kutaan Kun dhimma duudduubee odeeffannoo ilaala. Innis maqaa mana barumsaa idileen duraa/olmaa da`immanii, waradaa; kanaaf bakka duwwaa jiru irratti barreesi, odeeffannoo hafe ammo mallattoo “X” bakka duwwaatti barressun odeeffannoo kena.

1. Maqaa waradaa _____
2. Maqaa mana barumsaa/ olmaa da`imaa

3. Saala Dhiira [] Dubara []
4. Umurii a. 18-23 [] b. 24-27 [] c. 28-32 []
] d. 33 fi isaa ol []
5. Sad. barnoota a. sertifikeetii [] b. dipiloomaa [] c.
degirii jalqabaa fi isaa ol []
6. Muuxannoo hojii a. waggaa2 gad [] b. waggaa 2-4 []
] c. waggaa 5-7 []

d. waggaa 8 fi isaa ol []

Qajeeltoo Lammaffaa ; -Himni armaan gaditti tarreeffaman hojiirra oolmaa fi rakkowan poolisii barnoota idileen duraa manneen barnootaa fi olmaa da`imam keessa ibsa. Kanaaf erga sirritti dubbiftee bakka filatte mallattoo “X” ka`i

5 = baay`ee irratti walii gala 4 = irratti walii gala 3 = murteessuu hin danda`u

2 = irratti walii hin galu 1 = baay`ee irratti walii hin galu

lakk	I. Hojiirra Oolmaa	Gulantaa				
		5	4	3	2	1
1	Naannoo Mana Barnoota					
1.1	Manni barumsaa idileen duraa balfaa irraa bilisaa fi nageenya baratootaaf yaadessa miti					
1.2	Tajaajila mana fincaanii gahaan jira					
1.3	Bishaan gahaan jira					
1.4	Dareen barnoota sochii bilisaa tasisuuf iddoo gahaa qaba. Akka ulagaa ministeera barnootan					
1.5	Manni barumsichaa mooraa gahaa qaba					
1.6	Kutaan barnoota liishoo fi qulqulluu dha					
1.7	Dareen barnoota ifa gahaa fi qilleensa qabanahaa qaba					
1.8	Manni barumsaa idileen duraa kutaa boqonnaa da`immanii qaba					
1.9	Manni barumsaa idileen duraa kutaa nyaata da`immanii qaba					
1.10	Manni barumsichaa kutaa yaalii jalqabaa qaba					
2	Meshaalee Barnoota					
2.1	Meshaalee barnoota akka puuzeliis, radiilisii, geemii geesii, historiiis fi feeriyteels fi kkf gahaan jira.					
2.2	Dadaan kutaa barnoota meshaalee barnootan guutu dha. Akkasumas halluun fayamaa dha					
2.3	Meshaalee taphaa kan akka madaalii, sigigoo, shungulullee fi ol ba`uu kan guddina qamaaf ta`u gahaan jira					
2.4	Kitaaba barataan gosa barnoota hundaan jira					
2.5	Qajeelichi barsiisa gosa barnoota hundaan jira					

3	Qabeenya Humna Namaa					
3.1	Barsiisotni ogummaa barsiisuma barnoota idileen durattin lenji`aniiru					
3.2	Gargaartoota barsiisotaa/kununsituun da`immanii jiru					
3.3	Kunuunsitootni ragaa sertifikeetii qabu					
3.4	Hira barataa fi barsiisa mijataa dha					
3.5	Mana barumsaa idileen dura leenjii geggeessuma barnoota idileen dura qaba					
4	Hirmaanna Maatii fi Hawaasa Naannoo					
4.1	Maatii fi barsiisotni jijjirama da`immanii irratti sagantaa dhabbatan odeeffannoo wal jijjiru					
4.2	Gamtaa maatii fi barsiisota walga`ii dhaabata mana barnoota idileen dura itti gargaaru jira					
4.3	Manni barumsaa idileen duraa hawaasa nannoo waliin hojjeta					
5	Sirna To`annoo, Hordoffii fi Deggersaa					
5.1	Koreen dhimma kana hordofu seektera adda addaa kessa dhabbateera					
5.2	Seekterooni wal ta`anii barnoota idileen duraaf tajaajjila ni kennu					
5.3	Deggersa hawasan ijaarsi barnoota idileen duraa tokko tokko mana barnoota sad.tokkoffaa keessatti ni geggeeffama					
5.4	Tajaajjila WASH mana barumsaa idileen duraa keessatti ni kennama					
5.5	Motummaan barnoota idilee duraaf baajeta gahaa ni ramada					
5.6	Qaama dhimmisaa ilaalu irraa sagantaa dhabbataan deggersiif hordofiin ni taasifama					
5.7	Hojiirra oolmaa barnoota idilee duraaf karoorri waggaa tokkoo jira					
6	II. Hudhawwan ykn rakkoo					
6.1	Mana barnoota sad.lffaa jalatti geggeffamuun barnoota idileen duraa hojii barsiisotaaf mijataa miti					
6.2	Barsiisotaaf leenjiin hin qindoofne					
6.3	Sagantaa kana hojiirra olchuuf hanqinni baajeta jira					
6.4	Da`imman umurii adda addaa kutaa tokko keessatti walitti qabamuun baratu					
6.5	Adeemsa baruu barsiisuu keessatti mit Mootummaa, hawaasaa fi Mootummaa irraa deggersi gahaan hin jiru					

Qajeeltoo sadaffaa;- gaaffiwwan banaa armaan gadii deebii mata keetii bakka duwwaa irratti kenni.

- 1) Akkaata standandardii ba`een hojiira oolmaa sagantaa barnoota idileen dura naanno keessanii akkamiin madaaltu?

- 2) Rakkoo ykn hudhaa ijoo sagantaa barnoota idileen duraa kan biraa maal jettanii yaaddu?

Galatooma